

**DEVELOPING INTERACTIVE MULTIMEDIA FOR THE FIRST
SEMESTER SPEAKING MATERIALS OF “SCAFFOLDING: ENGLISH
FOR JUNIOR HIGH SCHOOL STUDENTS” FOR GRADE VIII
STUDENTS OF SMP N 2 BANGUNTAPAN IN THE ACADEMIC YEAR
OF 2012/2013**

A THESIS

Presented as Partial Fulfillment of the Requirements for the Attainment of
Sarjana Pendidikan Degree in English Language Education



by:

Taufik Yoga Pratama

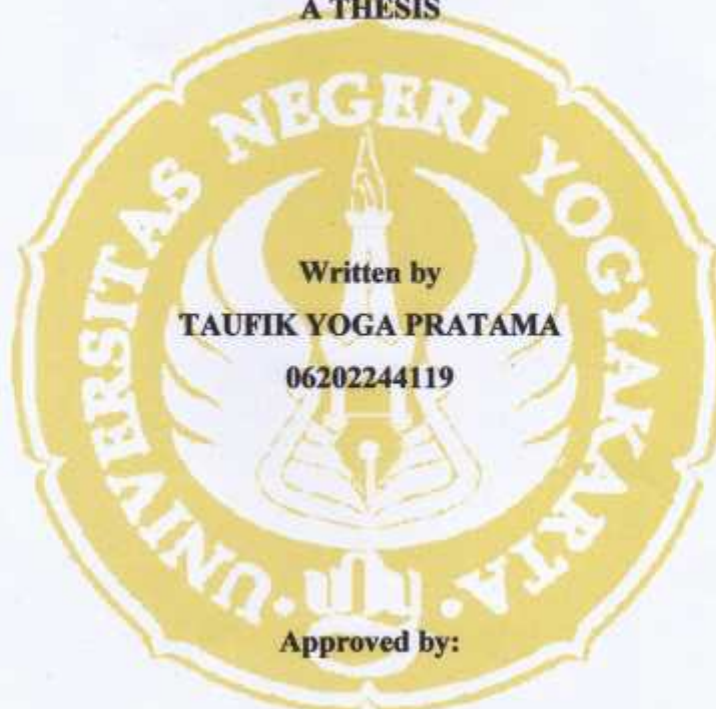
06202244119

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
LANGUAGES AND ARTS FACULTY
YOGYAKARTA STATE UNIVERSITY
2013**

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A THESIS



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Accepted by the Board of Thesis Examiners Faculty of Languages and Arts,
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the Requirements for the Attainment of a *Sarjana Pendidikan* Degree in English
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PERNYATAAN

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Speaking Materials of "*Scaffolding: English for Junior
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BANGUNTAPAN in the Academic Year of 2012/2013

menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 18 Juni 2013
Penulis,



Taufik Yoga Pratama

MOTTOS

Only GOD can judge me.

~ *Anonymous* ~

Tujuan akhir dari pendidikan adalah SIKAP HIDUP.

~ *Samsul Maarif, M.A.* ~

Manusia hanya mempunyai satu tujuan dalam hidup, menyelesaikan masalah.

~ *My Father* ~

DEDICATIONS

This thesis is dedicated to:

my beloved Father and Mother for
your unconditional love, understanding, patience, and
all prayers along my life,

my beloved brother who always supports me,

my lovely one, thank you,

and all my friends whose names could not be mentioned
one by one. Thanks for all we have shared.

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Finally, I realize that this thesis is far from being outstanding. Therefore, I invite you as readers to give critical comments and suggestions. However, I expect that this thesis will give worthwhile contributions to all readers.

Yogyakarta, Juni 2013
The Researcher,

Taufik Yoga Pratama

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ABSTRACT

The objective of this research was to develop a good interactive multimedia for speaking materials of “*Scaffolding: English for Junior High School Students*”.

This study was a research and development (R & D) study. The steps were conducting an observation, writing the course grid, making the first draft of the interactive multimedia, reviewing the first draft by expert, evaluating and revising the first draft of the interactive multimedia, and making the final draft of the interactive multimedia. The subjects of the research were grade VIII students of SMP N 2 Banguntapan, Bantul, Yogyakarta. In this study, the implementation stage was eliminated. The data of this study were quantitative obtained from questionnaires and qualitative obtained from observation and interview. The quantitative data were analyzed based on *Quantitative Data Conversion* proposed by Sudijono (2003: 335).

The interactive multimedia was developed based on the *SK/KD SMP* of Grade VIII in the second semester. There were three units of “*Scaffolding: English for Junior High School Students*” developed into multimedia. The first unit is entitled “*Describing Things and Animals*”. The second unit is entitled “*My Gorgeous Idol*”. The third unit is entitled “*Wonderful Places*”. Each unit in the learning materials is categorized as fair by the result of expert judgement. It is proven by the mean value obtained from the questionnaire. The mean for the first draft is 2.8025. The researcher made revisions based on the suggestions and comments from the expert for the second draft (final draft) of the interactive multimedia in order to meet the requirements characteristics of a good interactive multimedia. Meanwhile, the characteristics of a good interactive multimedia for “*Scaffolding: English for Junior High School Students*” are that: 1) screen design should be arranged well and the buttons should be recognizable, 2) interaction should be in the learners’ determined-order, 3) feedback should be immediately and in the same page, 4) learners control should be easy to use, 5) colour should be attractive for the learners, 6) graphics should be suitable for theme presented, 7) animation should not be the main focus of the multimedia, and 8) audio of the multimedia should be authentic and well pronounced.

CHAPTER I

INTRODUCTION

A. Background of Study

English has two types of how it is delivered in communications. They are spoken and written. Dealing with the spoken language, speaking plays an important role in delivering ideas, uttering sentences, and other communication activities. According to Harmer (2002:271), effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey meanings that are intended.

In speaking, students deal with accuracy and fluency. These two main requirements are, basically, based on the grammar field. When students are able to use correct grammar, they are supposed to be able to speak accurately and fluently. Those matters are also influenced by how the teachers teach and the provided materials.

Teaching materials and media are developing every day, including the use of technology in teaching and learning activities. Techniques and approaches to teach skills, in this case speaking, are influenced by the use of technology. So the materials using technology will give more power to motivate the students to learn English.

Technology has a great influence on the education system development. Teaching learning activities in the classroom have used information technology media to support teacher and students' knowledge. Development of teaching

strategies should be done to make the teaching learning process suitable to the technology nowadays. The computer is one of the common technologies which have a great influence on the development of the educational system.

Many Junior High Schools provide computers to be parts of teaching learning equipment, although Junior High School students do not really understand about information technology that has introduced for them to support their learning activities. Students usually operate computer in their house or outside the school. Now, they can use computer anytime they need in the school, or even in their classroom. Displaying material inside the computer in LCD viewer has a great influence to the students and it has been used many times because this way is very effective to deliver knowledge from media to the students. The purposes are decrease student's useless activities, increase class attention, and help teacher to deliver the knowledge easier.

Many materials can be displayed in LCD viewer using many formats, such as, Microsoft Power Point, Microsoft Word, and Adobe Flash. Adobe Flash Player is the standard for delivering high-impact, rich Web content. Designs, animation, and application user interfaces are deployed immediately across all browsers and platforms, attracting and engaging users with a rich Web experience (www.adobe.com). Adobe Flash is one format that is rarely used in the school because it is difficult to create, but has more effective result than Microsoft Power Point.

In SMP N 2 Banguntapan, based on observation, the researcher found that mainly there are two problems. The first one is that the media to teach speaking

was not well-developed. English teachers used unattractive media to convey materials to their students; there was no use of multimedia in classroom. This condition is acceptable since it is difficult to find an appropriate multimedia for students, especially in teaching speaking. The second problem is the ability of teachers or students to use multimedia in their classroom activity; they are not ready to use such multimedia to help them in their teaching learning activity. It is not because they do not understand how to use multimedia, but their culture in using multimedia in their teaching learning activity.

Based on the phenomena above, the researcher tries to find the effective solution to improve the speaking mastery of the second year students of SMP N 2 Banguntapan by developing visual graphic media as a method and media of teaching speaking. Because in Verse 42 article 1 of The National Education System Act number 19 / 2005 states that schools should have books, teaching media, laboratory, and other sources which are used to support teaching learning processes simultaneously.

The reason of why this research focuses on the developing visual media is that it could give the students new feeling in learning speaking. Furthermore, the students felt bored of the usual strategy using book or conversation applied by the teacher all the time. It is hoped that the students' eagerness in speaking subject could arouse by developing interesting media. The students could feel interested and active in learning speaking. Thus, the visual media could motivate the students in learning speaking skill, in particular. After students learn material in the classroom, they can bring the material home using many transferred media.

B. Identification of Problems

Junior High School students need more attention to improve their English speaking proficiency, developing an interactive multimedia speaking material is important for them. There are some problems in SMP N 2 Banguntapan deal with the teaching and learning process.

The English materials for junior high school students cannot attract the students to learn Speaking. English materials, especially speaking materials, that are used in junior high school, mostly, are in written text. Providing materials in written text tends to be boring for the students of junior high school, because, according to the observation held before, students of junior high school need materials that audio-visually attractive. Those kinds of materials will ignite the students' motivation of learning. The materials also need to be reflecting students need and condition of their mastery level on certain language; therefore the materials would increase their level rather than confusing them.

There are few English modules reflected the specific condition of Junior high school students. Schutz and Derwing in Richards (2001, 32) point out that most language planners in the past have bypassed a logically necessary first step: they have presumed to set about going somewhere without first determining whether or not their planned destination was reasonable or proper. Material developers usually developed the materials based on the syllabus; they did not see the reality going on the field. Situation and condition of the learners' should be regarded when one wants to develop materials for a certain language.

Another problem comes up in SMP N 2 Banguntapan is that there are visual media that rarely used by teachers in teaching English material. This is a kind of waste of media, when other schools is trying to have proper media to teach their students, teachers of SMP N 2 Banguntapan do not use their media properly. The availability of media is one of the ways of successful teaching and learning activities. Because of it, the researcher wants to develop proper materials that will ignite the use of media in SMP N 2 Banguntapan.

Furthermore, problems that occur in SMP N 2 Banguntapan are that both students and teachers do not pay attention to each other. The teachers are delivering the materials without knowing whether their materials are interesting or not for their students. Likewise, the students also do not pay attention to English study itself. They find that English is difficult to learn and understand; therefore they do not like to study English. For those matters, the researcher tries to make materials that will connect the teachers and the students. And also, the materials will be interesting so the students will find that learning English is easy and understandable.

C. Limitation of Problems

This research has broader scope and it is impossible for the researcher to handle all problems. Therefore the researcher limits the scope of the study. The study is only focused on the Grade VIII students in SMP N 2 Banguntapan by developing speaking instructional material of *“Scaffolding: English for Junior High School Students”* by Jaka Priyana using visual graphic media to improve

their interest and motivation in learning speaking skills. The material from the book is limited only three (3) unit of first semester speaking material.

D. Formulation of The Problem

By virtue of the limitation of the problem, the researcher formulates that the problem is “What are the characteristics of good interactive multimedia for speaking materials of *“Scaffolding: English for Junior High School Students”*?”

E. Objective of Study

Corresponding to the formulation of the problem, the objective of the research is to develop good interactive multimedia for speaking materials of *“Scaffolding: English for Junior High School Students”*.

F. Significance of Study

Theoretical benefit

1. The result of the research can be used as an input in English speaking teaching learning process especially in developing appropriate media for Junior High
2. The result of this study will be useful for other English Education Department students in conducting similar research on different cases.

Practical benefit

1. The students are motivated in mastering speaking skill and good pronunciation.
2. This study can be used by the teacher to provide the better technique, method, and teaching media for teaching speaking in Junior High School.

CHAPTER II

LITERATURE REVIEW

A. Review of Theories

1. The Nature of Speaking

While discussing about speaking, there are a lot of meanings of speaking itself. Many linguists state and define speaking based on their researches and findings. In this section, they will be elaborated and described.

Speaking is an ability to carry on a conversation reasonably competently (Brown, 2001:267). Conversation is promoting social relationship (interpersonal) and conveying propositional or factual information (transactional) between two or more speakers (Brown, 2001:251). While reasonably means that in speaking, people should carry meaning, but not only that, but also grammatical correctness (Brown, 2001:267). Those mean that in speaking, speaker needs to be able to make correct grammar and expression, so they can deliver their meaning to the other participants.

Speaking is producing movements: movements of the rib cage, the vocal chords, and mouth (Smith, 2009). By this means, speaking is the activity of some human's organs. The activity produces sounds which contain intonation, pattern, and, mainly, meaning.

According to Chaney (1998), speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. It can be inferred that speaking is expressing ideas, opinions, or feelings

to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learnt by using some teaching-learning methodologies.

Most speaking involves interaction with one or more participants (Harmer, 2002:271). This means that effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and knowledge of, linguistically, how to take turns or allow others to do so.

Speaking is used for many different purposes, and each purpose involves different skills. According to Richards and Renandya (2002), there are some purposes and skills that are used in speaking in daily communication. The description of those purposes and skills are in the next paragraphs.

The first one is used in casual conversations, to build relationship. Speaking is used in people daily interaction everywhere, as speaking is considered as the main activity in making communication with each other. This main activity of communication has its main purpose that is to build relationship with each other.

Skills of speaking also need to be mastered in a discussion, to seek or express opinions, to persuade, to clarify information. In building relationship or communicating with others, the need to clarify information, discussion of a certain topic, or to seek and express opinions and sometimes to give persuasion are carried on in the activities of speaking.

The next skills are to describe things, complain, make requests, and even make jokes. Further skills in speaking in use are to describe things, complain to something or to an event, requests certain things, and to throw jokes to others. In a

certain situation in our daily communication or interaction, throwing jokes or complaining to something that is felt unpleasant need skills which have to be mastered.

Another skill is to give instructions or to get things done. Giving instructions, to get something done or giving procedure to others are also the skills of speaking in practice. This kind of skill is, mostly, used when someone give order to the other.

Richards (2008) proposed three functions of speaking. The first is speaking as interaction. Speaking as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. Through speaking, people interact each other in daily life. This put speaking as the main way to connect people. Which means that every time people speak (communicate), there should be an idea to convey.

The second is speaking as transaction. Talk as transaction refers to situations where the focus is on what is said or done. At this point, speaking is considered as the tool to exchange information with others. Transaction also means that in Speaking, people tend to trade something, whether it is an idea or information or even tell stories about what they have done or accomplished.

And the third is speaking as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. Speaking style or performance of everyone differs from one to another and this would influence the diction preferences, intonation, and gesture.

In oral communication, speaking, there are some micro skills that also support the proficiency or mastery of speaking itself. These micro skills are needed to be mastered to make speaking easier to understand for each participant. Micro skills of oral communication (Brown, 2000:272):

The first micro skill is to produce chunks of language of different lengths. Speaking may carry different length in different situations, for example, when urgent information is delivered in a very long way it will take time and erase the urgency of the information. Particular length and situation need to be mastered by language user in order to make a good communication.

The next micro skill is to produce English stress patterns, words in stressed and unstressed positions rhythmic structure, and intonational contours. To be able to get a good communication, avoiding mistaken perception, there are some skills need to be acquired in speaking. Those skills are stress patterns, stressed word, rhythmic structure, and intonational contours. Giving an order and asking a question will have a very different use of intonation, structure and stress.

Then, to produce fluent speech at different rates of delivery. The fluency of speaking and difference delivery rates skills take a important role to deliver information. When the information is delivered well, the receiver information will get the message correctly and completely. Delivering a speech or a sentence in a conversation needs the awareness of turn-taking, when someone too much speaks or too less speaks it will end with the communication breakdown.

Another micro skill is the use of cohesive devices in spoken discourse. In spoken discourse, cohesive devices need to be applied. The coherence of each utterance related to the topic discussed is essential. The words choice in a certain topic or discussion should be relevant and acceptable in order to help all participants to get the information or ideas correctly.

In speaking, accomplishing communicative functions according to situations, participants, and goals appropriately is another micro skill. Each situations, participants, and goals in speaking communication has their own characteristics that need to be accomplished appropriately in order to make good communication with others. Different ways of speaking must be understood by all participants in a conversation, because there will be differences in each participants based on their background (geographic, culture, knowledge, etc). Understanding those differences help speaker to accomplish good understandable communication.

Another micro sill is to convey links and connections between events and communicative such relations of main idea, supporting idea, new information, given information, generalization, and exemplification. The connection between main idea, supporting idea, new information in speaking need certain skill to give them link in order to make a certain meaning so can be conveyed to others. This micro skill is related with the diction preferences, words choice and other activities that deal with the cohesive and coherence matter.

From the theories above, it can be stated that speaking is the activity to interact which carry meanings and functions. Each meanings and functions are delivered in different ways of speak. These ways of speaking are influenced by the mastery of micro skills of speaking itself.

2. Teaching Speaking

There are two aspects of teaching speaking that will be elaborated in this section; they are definition of teaching speaking and speaking for SMP.

a. Teaching Speaking

Teaching speaking is giving instruction to students in order to communicate, express something through spoken words. By that means, learning to speak a foreign language requires more than knowing its grammatical and semantic rules (Richards and Renandya, 2002:204). Teaching speaking delivers the knowledge of how native speakers use the language in the context of structured interpersonal exchange. Therefore when teachers teach a certain language, the materials that are used should be authentic or real-life oriented.

The goal of teaching speaking skills is to communicate efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation (Burnkart, 1998).

Speaking is dealing with phonetic and phonological field. Those fields are carrying fluency matter in speaking. Fluency is an initial goal for many

communicative language courses (Brown, 2001:268). It shows that, in teaching speaking, teacher should more aware of teaching fluency than teaching accuracy. Although accuracy is also important, but fluency is more needed when students are communicating orally. Fluency means fewer pauses, less redundancy, less hesitates, and how to acquire fluency is by practicing more and more.

There are also exists communicative competence that suggested by Richards and Schmidt (2002):

- (a) knowledge of the grammar and vocabulary of the language
- (b) knowledge of rules of speaking
- (c) knowing how to use and respond to different types of speech
- (d) knowing how to use language appropriately

those competences need also to be taught in teaching speaking.

1) Principles for Designing Speaking Technique

Brown (2001) notes seven principles for designing speaking techniques. The first principle is that the teacher should use techniques that cover the spectrum of learner needs from language-based focus on accuracy to message based focus on interaction, meaning, and fluency.

The second principle is that the teacher should provide motivating techniques which can encourage the students' motivation to learn English intrinsically. Motivation, effortlessly, makes the students easier to understand the material that is provided by the teacher. And a good teacher could provide an appropriate technique that could increase students' motivation of learning English.

Thirdly, the teacher should encourage the students to use the authentic language during the speaking activities so that the activities will be meaningful for them. By providing time for students to practice their speaking ability in the classroom freely, it will make the students gain their confidence.

Fourthly, when the students make some mistakes during the activities the teacher should give appropriate feedback and correction so that they will not make the same mistakes in the following activities. Because the basic principle of teaching and learning about mistakes is that mistake is not always mistake in teaching and learning process. And also by providing feedback and correction, students will be motivated because the teacher gives them attention

The fifth, the teacher should integrate listening activities during the speaking activities because speaking and listening are assimilated. Speaking and listening are complementing each other in daily communication. While communicating, people speak as well as listen. There will be communication breakdown when one of those skills is not mastered well.

Sixth, the teacher should also give the students some opportunities to initiate oral communication by asking questions or engaging them in a conversation. This kind of activity provides chance and builds confidence to the students to practice their speaking ability. Every opportunity given to the students should manage well; every student has the same chance to try to speak in front of their friends.

The last, the teacher should encourage the students' speaking strategy development of speaking strategies because usually the students are not aware of developing their own personal strategies for accomplishing oral communicative purposes. The strategies include asking for clarification, asking someone to repeat something, using fillers in order to gain time to process, using conversation maintenance cues, getting someone's attention, using paraphrases for structures that someone cannot produce, using formulaic expressions, such as 'How much does it cost?', and using mime and nonverbal expressions to convey meaning.

2) Teacher's Roles during the Speaking Lesson

There are three teacher's roles during the speaking lesson as Harmer (2007: 347-348) states. The first role is a prompter. The teacher helps the students when they lose their fluency by offering discrete suggestions. If this can be done supportively, without disrupting the discussion or forcing the students out of role, it will stop the sense of frustration that some students feel when they come to a dead end of language or ideas. Although prompting is necessary, the teacher should give it sensitively and sympathetically like when she/he gives a correction (Harmer, 2001a).

The second role is as a participant. The teacher acts as a participant when she/he participates in discussions or role-plays and also when she/he is in dialog with the class. However, the teacher's participation should not be dominating. It is better for the teacher to stand up in the back to watch and listen when the students are practicing the tasks so that the students will appreciate the teacher's participation more in the appropriate level (Harmer, 2001a).

The last role is as a feedback provider. The teacher's feedback on the students' speaking depends on the teacher's tact and situation. The teacher can give feedback on the content of the activity and the language used directly after the students complete an activity or later at the end of a meeting.

On the other hand, Riddell (2003) proposes teacher's roles in a speaking lesson based on the learning cycles—before, during, and after the lesson. Before the speaking lesson, the teacher should know the aims of the activity. Besides, the teacher should choose activities that are suitable for the students' levels and interests, and that are appropriate in terms of the lesson aims. Moreover, the teacher should plan the instructions and class management and anticipate any possible problems the teacher and students might have. Meanwhile, before the lesson, the teacher should give very clear instructions with an example of the activity if possible. The task should be clear and the students need to know exactly what the teacher wants them to talk about.

Then, the next role is as the monitor of the activity which is done during the speaking lesson. The teacher should monitor the activity to ensure that every student has understood and does not have any problems. Also, it is to ensure that one or two students in a group do not dominate the activity and that a group does not finish the work far too quickly. However, the teacher is not monitoring in order to join in, and she/he is not monitoring to interrupt with error correction. Then, after the speaking lesson, the teacher should give feedback. She/he can select certain students to give some feedback to share some of what she/he has talked about.

3) Approaches to the Teaching of Speaking

There are several approaches to the teaching of speaking. Thornbury (2005) proposes two kinds of approaches to teach speaking which are task-based and genre-based approaches. Task-based approach is an approach that foregrounds the performance of the tasks and the focal attention is on the linguistic component of the task. This approach is motivated by the belief that language is best learned by using it, rather than learned and used it. In addition, Willis in Thornbury (2005) argues that task-based approach is based on the belief that out of fluency comes accuracy and that learning is prompted and developed by the need to communicate.

On the other hand, in the genre-based approach which is to replace the task-based approach is aimed at providing the real uses of a language in a social context. Such uses can be given by establishing the social purpose and cultural context of the genre. Here, the text or genre can be in written or spoken form. Then, it may be followed by giving the presentation and analysis of a typical example before the students attempt to create their own example.

Dealing with the Genre-based approach, Feez and Joyce (2002) in Richards (2006) describe the phases of the approach. The first phase is building the context in which the students are introduced to the social context of an authentic model of the text type being learned, explore features of the general cultural contexts in which the text type is used and the social purposes the text type achieves, and explore the immediate contexts of situation by investigating the register of a model text which has been selected on the basis of the course

objectives and learners' needs. These context-building activities can be provided by presenting the context through pictures, audiovisual materials, realia, excursions, field trips, guest speakers; establishing the social purpose through discussions or surveys; giving cross-cultural activities, such as comparing differences in the use of the text in two cultures; and comparing the model text with other texts of the same or a contrasting type, e.g., comparing a job interview with a complex spoken exchange involving close friends, a work colleague or a stranger in a service encounter.

The second phase which is called modelling and deconstructing the text, the students are asked to investigate the structural patterns and language features of the model and compare the model with other examples of the same text type. This phase can be undertaken at the whole text, clause, and expression levels.

The third phase is joint construction of the text. In this phase, the students begin to contribute to the construction of whole examples of the text type whereas the teacher gradually reduces the contribution to text construction, as the students move closer to being able to control text type independently. There are some activities that can be used in this phase such as the teachers questioning, discussing and editing whole class construction, then scribing onto board or overhead transparency, skeleton texts, jigsaw and information gap activities, small-group construction of texts, dictogloss, and self-assessment and or peer assessment activities.

The fourth phase is independent construction of the text. In this phase, the students work independently with the text in which their work will be used for

achievement assessment. The activities that can be included in this phase are a) listening tasks, e.g., comprehension activities in response to live or recorded material, such as performing a task, sequencing pictures, numbering, ticking or underlining material on a worksheet, answering questions, b) listening and speaking tasks, e.g., role plays, simulated or authentic dialogs, c) speaking tasks, e.g., spoken presentation to class, community organization, or workplace, d) reading tasks, e.g., comprehension activities in response to written material such as performing a task, sequencing pictures, numbering, ticking or underlining material on a worksheet, answering questions, and e) writing tasks which demand that students draft and present the whole texts.

The last phase is called linking to related texts. In this phase, students investigate how what they have learned in this teaching/learning cycle can be related to other texts in the same or similar context, future or past cycles of teaching and learning, and activities which link the text type to related texts, such as a) comparing the use of the text type across different fields, b) researching other text types used in the same field, c) role-playing what happens if the same text type is used by people with different roles and relationships, d) comparing spoken and written modes of the same text type, and e) researching how a key language feature used in this text type is used in other text types. Those steps can be simplified into three steps:

- (1) Pre – activity (BKOF and MOT)
- (2) Whilst – activity (JCOT and ICOT)
- (3) Post – activity (Linking The Related Text)

This simplification is made based on the activity during the teaching and learning process. The *pre-activity* is the activity that consists of constructing or stimulating students to be aware of the field or materials that will be delivered in the process. The *whilst-activity* is considered as the main activity in the teaching and learning process. In this phase of activity, materials of the field are delivered with guided tasks to help students understand. The last activity, *post-activity* is the follow up activity that engages the students to relate the materials that have been given in their daily life.

In addition, Harmer (2001a) proposes communicative language teaching as one of approaches to the teaching of speaking. This approach comes from many beliefs on language learning. First, it is believed that language is not only pieces of grammar, but it also involves language functions that the students have to learn how to use them. Besides, the students have to be aware of the need for appropriateness or the formality of the language when they talk to others. Moreover, this approach put attention on activation and study which mean that if students get enough exposure to language and opportunities to use it and they are motivated to learn it, the learning will be successful. The last, the important point of this approach is that language is learned not only by knowing it but also by using it to communicate.

The other well-known technique to teach speaking is PPP (Presentation, Practice, and Production). In the presentation stage, the teacher usually presents a new grammar structure through a conversation or short text which then followed by explaining the new structure and checks the students' comprehension of it. The focus of this first stage is on comprehension and recognition (Richards, 2006). In addition, Harmer (2001a) states that in the presentation stage, the teacher presents the context and the situation of the language. Meanwhile, in practice stage, the students are asked to practice the new structure in a controlled context (the content has been provided by the teacher), through drills or substitution exercises. In the production stage, the students practice using the new structure in different contexts more freely, often using their own content or information. The focus of the production stage is on real or simulated communication which aims to develop the students' fluency with the new pattern. Harmer (2001a) claims that PPP is effective for teaching simple language at lower level, but it becomes less appropriate when the students already know a lot of language.

As the researcher mentioned in the previous chapter, the condition of teaching speaking in SMP N 2 Banguntapan was lack of creativity in terms of materials and media. The teachers were intentionally only using textbooks or students worksheet that are provided by schools without changing or developing those materials. Those conditions will affect the students' motivation to learn and in the end it will affect their speaking proficiency.

By those explanations, the researcher believes that developing interactive CD for speaking activities will help both teachers and students to reach their goals.

The interactive CD provides chance for the students to study in their own style of studying material. This advantage will give the students confidence to speak.

b. Teaching Speaking for SMP

Teaching English in Junior High School aims at helping students develop their communicative competence both in oral and written form (BSNP, 2006: 208). It means that students of Junior High School are prepared to be able to speak and write in English, at least, at basic level before they go to Senior High School.

Teaching speaking for Junior High School is based on Standard of Competence and Basic Competency (Standar Kompetensi/ Kompetensi Dasar) that are issued by Indonesian Department of National Education. The SK/KD of teaching speaking in English subject are:

Table 1: Standard of Competence and Basic Competencies for the First Semester of Grade VIII Junior High School

Standard of Competence	Basic Competencies
Speaking	
1. Expressing meaning in transactional conversations and short spoken interpersonal to interact with environment.	<p>1.1. Expressing meaning in transactional conversations (to get things done) and simple interpersonal (socialize) with correct spoken form accurately, fluently, and acceptable using expression of: asking, giving, refusing offers, asking, giving, refusing things, admitting and denying facts, asking and giving opinions.</p> <p>1.2. Understanding and responding transactional conversations (to get things done) and simple interpersonal (socialize) with correct spoken form</p>

	accurately, fluently, and acceptable using expression of: inviting, accepting and refusing invitations, agreeing/disagreeing, complimenting, and congratulating.
2. Expressing the meaning of functional spoken texts and short monologs of descriptive and recount to interact with environment.	<p>2.1 Expressing the meaning of functional spoken texts with correct spoken form accurately, fluently, and acceptable to interact with environment.</p> <p>2.2 Expressing meaning in simple short monologs with correct spoken form accurately, fluently, and acceptable to interact with environment in descriptive and recount texts.</p>

Nowadays, many schools are using the School- Based Curriculum (Kurikulum Tingkat Satuan Pendidikan). It means that those schools develop their curriculum based on their students' needs and conditions. KTSP itself adopts the models of communicative competence suggested by Celce-Murcia in Helena I. R. (2006 : 635). The models described as follows:

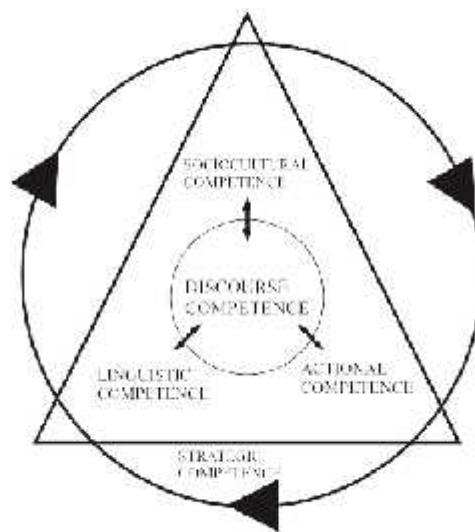


Figure 1. Models of Communicative Competence

from the picture above, it is clear that the main purpose of communicative competence, which is adopted by KTSP, is Discourse Competence. This situation affects in how teacher delivering materials, in this case Speaking materials, to their students. But, it does not mean that the other competencies are not important. Students should have the others competencies to support their English mastery.

There are many teaching and learning activities of speaking in Junior High School, the examples are taken from some course books. For examples, the teaching learning activities of speaking in *“English on Sky”* (2007) published by Erlangga are expressions, dialogues and conversations, role play, completing, matching and describing, fill in the blanks and practicing, mime story, telling story, practicing dialogue using the picture. Then the teaching learning activities of speaking in *“English in Context”* (2005) published by Bumi Aksara are

expressions, dialogues and conversations, role play, describing, telling story, telling about similarities and differences, mime story, answering question orally. The last the teaching learning activities of speaking in “*Smart Steps*” (2005) published by Ganeca Exact are expressions, dialogues and conversations, role play, completing, taking turn, matching, responding, telling story, telling about similarities and differences, fill in the list, and describing. Based on the examples, the teaching learning activities of speaking in SMP contains of expressions, dialogues and conversations, role play, completing, matching and describing, fill in the blanks and practicing, mime story, telling story, telling about similarities and the differences, practicing dialogue using the picture, answering question orally, taking turn and responding.

By those examples, the researcher finds that the book of Jaka Priyana (2008) entitled “*Scaffolding: English for Junior High School Students*” also provide good activities and tasks for speaking in classroom. There are listening section, grammar review section, making conversation tasks, and so on that can help students to improve their speaking ability. By this means, the researcher concludes to make a good interactive multimedia for the book.

3. Interactive CD

a. Definition of Interactive CD

Discussing Interactive CD cannot be separated with multimedia, since Interactive CD is the part of multimedia. It contains graphics, text, animation and others media. The concept of making an Interactive CD is based on multimedia.

Vaughn (2000) states that multimedia, in this case Interactive CD, as woven of text, graphic art, sound, animation, and video elements. It allows and end user, the viewer of a multimedia (Interactive CD) project, to control what and when the elements are delivered. This conveys that there will be interaction between users and the media when they use it.

In line with Vaughn, Newby (1999) defines multimedia or Interactive CD conveys the notion of a system in which various media (e.g., text, graphics, video and audio) are integrated into single delivery system under computer control. Indeed, Interactive CD is a system of various media that is under computer system.

Another definition is stated by Roblyer and Edwards (2000), they propose a simple definition that multimedia is a combination of media (picture, sound, motion video, animation, text) combined in product whose purpose is to communicate. Brooks (1997) adds the purpose of multimedia, it is purpose of education or entertainment. Interactive CD, as a product of multimedia has those purpose in it, whether to communicate or education even entertainment purpose for learners who use it.

Senn (1998) says that multimedia has 5 elements:

(1) Text

Text is the main element of interactive multimedia. It may be displayed in any format e.g. book, poster, chalk – board, computer screen, and so on.

(2) Graphic

Graphic can be used to illustrate almost any fact, concept, or procedure. It used to represent icons and to indicate to the users that a choice is available. Icon “left” and “right” arrows indicate that the users may go to the “next” and “previous” pages; hooked arrows indicate that a return to the previous menu is possible; question marks may represent the availability of a help; and directional arrows may offer the users the chance to see a map to help to decide where they want to go. The examples of graphics are photo, scanned image, slide, filmstrip, and overhead transparency.

(3) Audio

Audio is anything that people can hear – a person’s voice, music, mechanical sounds, noise, and so on. Audio can be used to explain icon choices with the choices highlighted as they are explained. It should be designed so that users can interrupt it at any time and continue the program. Whenever audio is used to support text, it is important to provide a way of users to pause or to repeat the sound. Fast readers may want to go through a text passage more than once, or may want to pause the audio to study an unfamiliar word (Kenworthy, 1993).

(4) Video

Something that called video is including commercial tapes, movies, and home videos, is often a major element of interactive multimedia

software. It motivates students by showing real life situations, in ways that are often superior to a teacher narrating than a text describing them. Video can be used when introducing a new theme to motivate and contextualize learning.

(5) Animation

Animations are created by digitizing and sequencing hand-drawn images, or directly through the use of F-3D and other software. Animations are created to attract students' attention in learning materials. Students, especially in junior high school are attracted with moving objects such animation. It will helps teacher to deliver material to the students.

Based on those theories above, we can states that an Interactive CD is product of multimedia that contains system of various media controlled by computer, whether for educational purpose or entertainment.

A good Interactive CD has its criteria to be classified as an effective media, as proposed by Stemler (1997), they are:

- (a) gets the learners' attention,
- (b) helps the learners' find and organize relevant information,
- (c) helps the learners to integrate information into their knowledge base.

while those three criteria are the basic needs of an Interactive CD to be called as an effective Interactive CD, Stemler also reviews finding in various multimedia features that could have impact as the potential effectiveness of the system:

Table 2: Stemler's Multimedia Features

Multimedia Features	Principles
Screen Design	<ul style="list-style-type: none"> a. Focus the learners' attention. b. Develop the main interest. c. Promote processing. d. Promote engagement between the learners and the lesson content. e. Help learners find and organize information. f. Facilitate lesson navigation.
Interaction	<ul style="list-style-type: none"> a. Provide opportunities for interaction. b. Chunk the content and build in questions and summaries. c. Ask questions but avoid interrupting the instructional flow. d. Provide for active exploration in the program rather than a linear sequence. e. Use rhetorical questions to get students' to think about content and to stimulate curiosity.
Feedback	<ul style="list-style-type: none"> a. Keep feedback on the same screen as the response. b. Provide feedback immediately following a response. c. Provide feedback to verify correctness. d. Tailor feedback to the individual. e. Provide encouraging feedback. f. Allow students to print feedback.
Learners Control	<ul style="list-style-type: none"> a. Provide selectable areas for users to access information. b. Allow users to access information in a user-determined order. c. Provide map so students can find their locations and allow students to jump to locations. d. Provide feedback if there are to be time delays on accessing information. e. Arrange information so users are not

	<p>overwhelmed by the quantity of information.</p> <p>f. Provide visual effects and give visual feedback.</p>
Colour	<p>a. Use sparingly and consistently with a max 3 – 6 colours per screen.</p> <p>b. Use brightest colours for most important information.</p> <p>c. Use neutral colours for background and dark colours on a light background for text.</p> <p>d. Avoid combining complementary colours (e.g. red/ green).</p> <p>e. Use commonly accepted colours for particular actions (red for stop).</p> <p>f. Avoid hot colours on the screen as they appear to pulsate.</p>
Graphics	<p>a. Graphics include photos and scanned pictures.</p> <p>b. Icons and photos enhance menu screens.</p> <p>c. Information is better understood and retained when supplemented with graphics.</p> <p>d. Use graphics to indicate choices (e.g. left/ right arrows).</p> <p>e. Avoid graphics for decoration or for effects.</p>
Animation	<p>a. Can be motivational and attention getting.</p> <p>b. Subtle benefits by highlighting key information, heightening interesting, and facilitating recall.</p> <p>c. Useful for the explanation of dynamic processes.</p>
Audio Elements	<p>a. Use audio when the message is short and audio rather than text for long passages.</p> <p>b. Do not let audio compete with text or video presentation.</p> <p>c. Tell students what is relevant and chunk the message with other instructional activities.</p>

Video Elements	<ul style="list-style-type: none"> a. Synchronize video with content, and reinforce/repeat the concept being presented. b. Use video as an advance organizer or a summation.
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In line with Stemler, Geisert and Futrell (1995: 94 – 195) state that there are two major aspects of courseware instructional software (interactive multimedia) that can be evaluated, those are:

(1) Evaluation of the design

- (a) Does the program state its goal and objectives?
- (b) Are the screen presentations clear and well – organized?
- (c) Does the program include some measure of the student performances if it claims to be teaching something?
- (d) Does the program keep records of students – performances?
- (e) Does the program provide examples and practice if it is teaching procedures?
- (f) Is the reading level correct for the population that will use the program?

(2) Evaluation of the effectiveness of the design

- (a) Are the goals classified prior the evaluation?
- (b) Are the objectives written prior the evaluation?
- (c) Are the measures written prior the evaluation?
- (d) Is the target audience carefully designated?
- (e) How many students should be used in try - out?

- (f) Are the standards for the successful accomplishment established before the try – out is conducted?
- (g) Should student attitudes toward the program be evaluated by using a survey?

Those questions above are the barometers to develop a good interactive multimedia. There is no need to answers every question, but when the researcher makes the multimedia, those questions are the guidelines to make a good multimedia. But in this particular research, based on the researcher feasibility, some parts of multimedia cannot be included. To be specific, the element that cannot be included is Video element.

b. Interactive CD in Speaking

A lot of advantages teachers can gain by using an Interactive CD in their classroom as media to deliver materials, in this case speaking materials. As Khoo (1994) summarized the advantages of using multimedia (Interactive CD) as follows:

Interactive multimedia reduced learning time. According to some research, interactive multimedia / videodisc training can reduce training time up to 60% over traditional classroom methods. This can be attributed to immediate interaction and constant feedback which provides reinforcement of concepts and content for certain materials. Also, self-centered instruction which allows students to control their pace in learning as well as they can control the content of their

learning, i.e. more difficult materials can be repeated or familiar contents can be skipped.

Using interactive multimedia reduces cost. The cost of interactive multimedia lies in the design and production. When the same program is used by more students, the cost per student is reduced. Unlike the traditional presented material which needs to cater to teacher salaries and overheads regardless of the number of students. This makes the process of teaching and learning more efficient.

The instructions in interactive multimedia are consistent and fair. Instructional quality and quantity are not compromised as technology based interactive instruction is consistent and reliable. This kind of instructional technology is relatively easier to be accessed by students, because they can make their own phase in learning English through this multimedia.

Interactive multimedia increased retention. The interactive approach provides a strong learning reinforcement for students and therefore, boosts content retention overtime. So the students willing to study without need to be pushed. Motivated students get more information from the material presented than the students that lack of motivation to learn the material.

A good interactive multimedia helps mastery of learning. A good interactive system can ensure the learning of prerequisites by learners before proceeding to new content. This provides a strong foundation for continued learning and therefore helps to achieve mastery learning. A strong foundation of learning also provides strong motivation to learn.

Increased motivation is another advantage of interactive multimedia. Immediate feedback and personal control over content provided by an interactive multimedia system has proven to be highly motivating to learners. Besides, the use of funny animation and or interactive sound increase the motivation for learners.

As it is called an interactive multimedia, more interactive learning is an obvious advantage of it. Interactive system enable learners to have more responsibility and better control over their learning and this generates a greater interest to actively seek new knowledge rather than passively accept instruction. Process and system that give opportunity and control to students are relatively helpful for students to understand the material.

Interactive multimedia provides safety for its users. Interactive multimedia and simulations allow the safe study of hazardous phenomena such as dangerous scientific or earthquakes on harmful substances or natural disasters like volcanic eruptions or earthquakes by the learners, in this case science learning.

Interactive multimedia also provides privacy/accommodates individual learning styles. Interactive multimedia system allows for one to one learning and caters to the different learning styles of every student. The freedom to ask question repeatedly without embarrassment and the involvement of each individual learner motivates them and reduces the potential of distraction.

The last advantage of interactive multimedia that is proposed by Khoo is flexibility. The flexibility comes from the ability of students to navigate, by using a keyboard, mouse or touch screen, through an interactive program and to choose what and how much information students want it. This advantage makes students

choose their own pace and rhythm in learning material from the interactive multimedia.

Those advantages are supported by Roblyer and Edwards (2000) that state multimedia (Interactive CD) can offer motivation, flexibility, development of creative thinking and critical thinking skills. There are many advantages of interactive multimedia in teaching and learning process as they were proven by many researchers. Based on that data, the researcher believes that it is necessary to provide a good interactive in the classroom, especially in teaching speaking.

4. Developing Interactive Multimedia Program for The Teaching and Learning Process

By developing a good effective interactive multimedia in teaching and learning process, the enthusiasm of teachers and learners will increase. Thorndow and Vallance (2004: 31) suggest that computer can improve the enthusiasm both for students and teachers. While the enthusiasm is increasing the teaching and learning process will be more effective.

This developing interactive multimedia is needed because of the changes of proficiency learners' needs. As Richards and Rogers stated in Thorndow and Vallance (2004: 32), changes in language teaching methods throughout history have reflected recognition of changes in the kind of proficiency learners' needs, such as the move towards oral proficiency than reading comprehension.

5. Theories Underlying the Use of Interactive Multimedia Software

a. Behaviourist Perspective

This perspective is considered as the basis to design good interactive multimedia software. As Simonson and Thomson (1997: 28) stated that behaviourism is used as the basis in designing the model of an interactive multimedia program. They further said that it also stimulates other teaching techniques.

Learning process should be designed to promote the behavioural change of the learners that can be observed (Simonson and Thomson, 1997: 28-30). Some behaviourists hope that effective instructional activities, such as a computer-based tutorial can be used to change the students in some obvious and measurable ways.

By statements and theories above we can pull a line that basic concept of the behaviourism is to determine the specific purpose of the learning processes. The complicated materials should be simplified into some simple parts in order to make the students study those materials easier.

b. Cognitive Perspective

Referring cognitive perspective theories could not be separated with Jean Piaget and Jerome Bruner. Cognitive theory contributes to the learning theory and instructional design by creating models of how information is received, processed, and manipulated by the learners (Jean Piaget and Jerome Bruner in Heinich, et al. 1996: 17).

Cognitive theory does not only involve the stimulus and response. Behaviour is determined by perception and also understanding about the situation

related to learning purposes. Learning involves complex activities, it should be designed to cover the management of received stimulus and to adjust with the cognitive structures formed in a person's mind through experiences.

Simonson and Thomson (1997: 36-37) state some arguments based on cognitive theories. Cognitive theory focuses on conceptualizing student's learning processes and exploring how information is received, managed, stored, and applied. Interactive multimedia should be implemented through the ways which can structure learner's cognitive aspects and learning experiences. The learners are allowed to choose the presented learning materials. They are free to choose the materials and their sequence based on the difficulty level, their learning ability and learning needs.

In addition, the characteristic of the cognitive theory in dealing with the cognitive process is that meaningfulness, understanding, and the ability to manage the information are the basic characteristic of human's behavior (Kemp and Dayton, 1985: 13).

By implementing those cognitive theories, the interactive multimedia should give the students free learning type and give them learning experiences that will provide them information which can be received, managed, stored, and applied.

c. Constructivist Perspective

While this discussion already has the behaviorist and cognitive perspective theories, there is one more perspective to consider in designing interactive

multimedia that is constructivist perspective theories. And the theories of constructivism will be elaborated briefly as follows.

Constructivism is a relatively recent term used to represent a collection of theories (Newby, et al. 2000: 33). The common thread among these theories is the idea that individual's activity constructs knowledge by working to solve realistic problems, usually in collaboration with others (Duffy, Lowyck, Jonassen, 1993).

Further, Heinich, et al. (1996: 17) state that constructivists emphasize those learners create their own interpretations of the world of information. They believe that learning occurs most effectively when the student is engaged in authentic tasks that relate to meaningful contexts and later is able to use the knowledge in real life.

Constructivism stresses that whatever gets into the mind has been constructed by individuals through knowledge discovery (Chee and Wong, 2003: 82). In the other words, constructivists suggest that interactive multimedia should provide authentic and real life tasks. Those kinds of tasks are believed as the most effective in learning processes because the learners can create their own interpretations of information they might get in the tasks.

B. Review of related studies

There are so many researches dealing with English materials development specifically for school learners. Different level of learners (elementary, junior high, senior high) produced different set of materials. Those materials can improve learners' speaking proficiency and reflected their needs. The data of learners' needs are collected by questionnaire and interview.

Pertiwi (2011) in her study on developing interactive learning multimedia for SMK found that there are three main elements (text, graphic, and sound) were involved. After those three main elements were revised and the result was well – reviewed and based on the data analysis, it can be concluded that the interactive multimedia is effective and suitable as a learning medium for the students of elementary level of SMK in learning English.

In line with the finding of Pertiwi's research, Wajiman (2010) in his study on developing interactive multimedia for SMP had been able to prove that his interactive multimedia is suitable to be used by students of Grade VII in SMP as learning aid in learning English. The interactive multimedia can be used in the classroom and various places including home. Also, it can be used as English teaching media models in English Education Department. Besides, the use of this program is also expected to stimulate the innovation in language teaching in English Education Department especially by using interactive multimedia.

Another example of developing interactive multimedia research is a study conducted by Budisatriya (2010). In his study, he stated that there are six aspects to review the interactive multimedia. After being reviewed, the interactive multimedia program in his research is proven as effective and suitable media that can be used as a supporting learning media for students in learning English. The user of this interactive multimedia program consider it as a user – friendly program because its capability in enhancing the learning of English. Based on the data analysis, this interactive multimedia program is effective and suitable in the teaching and learning English.

So, many researchers have proven that using a good interactive multimedia in teaching learning English helps and supports students to develop their mastery in English since the interactive multimedia is a good media to enhance their learning of English.

C. Conceptual Framework

Speaking is one of the important skills that should be acquired by students. Ideally, in the speaking teaching and learning process, students have to be given some opportunities to practice a target language and produce it in the spoken form (Spratt, Pulverness, & Williams, 2005). They can practice the language in the forms of dialogs, monologs, discussions, games, or role plays (Brown, 2001 and Harmer, 2007). Besides, those practices can be given in controlled, guided, or creative activities (Gower, Philips, & Walters, 1995). Moreover, they have to be able to not only speak fluently in English, but also pronounce phonemes correctly, use appropriate stress and intonation patterns, and speak in connected speech and different genres and situations (Harmer, 2007).

In designing interactive multimedia for students of Grade VIII of SMP N 2 Banguntapan, some factors are considered. Curriculum of Junior High School becomes the first theory that should be known in developing effective interactive multimedia of speaking for Grade VIII students of SMP N 2 Banguntapan. Curriculum is guideline for designing materials. Curriculum defines as an element that brings important roles in teaching and learning process. The standard of competence and basic competency of Junior High School also will be the basis in designing the interactive multimedia.

The activities should be presented in communicative ways that acquire students to communicate using the target language with other students during the speaking teaching and learning process.

In this research, regarding to the theories described above, the researcher finds that on the communicative ways is to provide a good multimedia of speaking materials for the students. The speaking materials are taken from a book of Jaka Priyana entitled "*Scaffolding: English for Junior High School Students*" with some justification in order to make it suitable with the principles of effective interactive multimedia.

CHAPTER III RESEARCH METHOD

A. Type of the study

The goal of this study is to develop an educational product. This research study is classified into educational Research and Development (R & D). Borg and Gall (1983: 772) define the term R & D as a process used to develop and validate educational products. Not only does the term “product” refer to material objects, but it also refers to established procedures and processes. R & D consists of research finding to product to be developed, developing the product, field testing, and revising to correct.

B. Setting

The research is done in March 2013 at SMP N 2 Banguntapan, Bantul, Yogyakarta. The research was conducted for 1 class of Grade VIII students. The researcher conducted 1 time try out for the visual graphic media in the room that has been facilitated by technology media.

C. Research subjects

Since the purpose of this research study is to develop an interactive multimedia of speaking material of “*Scaffolding: English for Junior High School Students*”, the subjects were the teacher and the Grade VIII students of SMP N 2 Banguntapan. In this research, the researcher did not choose the English teacher to collaborate with him, but the English teacher had been chosen by the headmaster of the school.

D. Research procedure

To develop this interactive multimedia systematically, a good model is required. The researcher developed the interactive multimedia adopting the model proposed by Alessi and Trollip (2001: 40, 409 – 412), the clearly stated that a good multimedia development should follow the three phases. Here are the three phases adapted from Alessi and Trollip in details.

1. Planning

a. Defining the scope

The area of the development that will be covered is described.

b. Identifying learners characteristics

The learners' characteristics that become the participants of the try – out need to be observed. There include the age, gender, language acquisition, and computer – literate.

c. Producing a style manual

A document of the steps is created to develop the interactive multimedia systematically.

d. Determining and collecting resources

Finding the correct and appropriate materials sources that will be presented, selected, and established for the interactive multimedia.

e. Obtaining client sign off

An agreement about the plan was made with the board of school that will be used to try – out the interactive multimedia.

2. Design

a. Developing initial content ideas

The flow chart of the interactive multimedia is created including the order, the length, and the number of materials.

b. Conducting task and concept analysis

The task, evaluation, and the concept used in presenting the materials are integrated.

c. Preparing script

The dialog and or script used in audio and visual elements are created.

d. Obtaining client sign – off

An agreement about the plan was made with the board of school that will be used to try – out the interactive multimedia.

3. Development

a. Preparing the text

The prepared text is transferred into the interactive multimedia.

b. Creating the graphics

Moving pictures or animations is made to support the visualization of the interactive multimedia.

c. Producing audio and video

The audio and video are made to facilitate students to get more exposure of speaking example.

d. Preparing supporting materials

Some relevant supporting materials were provided such as games, crossword puzzles, search word puzzles, extra activities, quizzes, and songs.

e. Assembling the pieces

After collecting the materials and producing text, graphics, and audio and video, then those pieces are rendered into one piece.

f. Doing the alpha test

The interactive multimedia is consulted to the expert of the field.

g. Making revisions

The suggestions and evaluations from the expert are used to revise the interactive multimedia.

h. Making final revisions

The media is revised based on the evaluations.

i. Obtaining client sign – off

An agreement about the plan was made with the board of school that will be used to try – out the interactive multimedia.

E. Data collection techniques

This research applied three techniques in to collect the data. They included observation, questionnaire, and interview. The observation was used to gain the data about learners' characteristics, learning sources, and the availability of multimedia facility.

At the beginning of this research study, the researcher made the first draft or example of interactive multimedia and then administering the first questionnaire for the expert. The result of questionnaires was used to revise the first draft. The revision was aimed to evaluate the developed interactive learning multimedia, so it fulfilled the good quality criteria of multimedia point of views. After revising the first draft of the interactive multimedia, then, the researcher made the final draft of the multimedia since the research eliminated the implementation stage.

F. Research instruments

Instruments that were used to collect the data were observation and questionnaire. At the beginning of the research, an observation was conducted to gain the learners' needs. In this stage, the researcher observed the situation in the classroom, students' motivation during teaching and learning process, and their familiarity with computer programs.

Alessi and Trollip (2001: 548 – 549) state that interactive multimedia can be evaluated using two kinds of test, Alpha and Beta testing. Alpha testing is the major test that is conducted by the design and development team, in this research, the researcher involved an expert. An open – ended questionnaire is used because it gives the expert freedom to express their judgement toward this research. In the other hand, Beta testing is the test done by the client (user) of the interactive multimedia itself. In this research, the researcher eliminated Beta testing due to limitation of researcher's time allocation. The questionnaire was developed by the design proposed by Alessi and Trollip, as follows:

Table 3: Questionnaire Design

NO	ASPECTS	INDICATORS	ITEM NUMBER
1	Content Quality	Materials coverage	1
		The effectiveness of the language use in explaining the materials	2
		The effectiveness of materials presentation	3
		Quality of pictures in explaining the concepts	4
		Quality of instructions in using the program	5
		Quality of test items	6
		The balance of the materials and test items	7
		Quality of examples in explaining the materials	8
2	Instructional Quality	The relevance of the program to the Basic Competency	9
		The relevance of program to the Indicators	10
		The relevance of the program to the target audience	11
		Quality of learning instruction	12
		Quality of materials presentation	13
		The sequence of the materials	14
		Quality of the use of language in explaining the materials	15
		Media attraction	16
		Appropriate feedback for the learners provided by the program	17
3	Technical Quality	Quality of the choice for background picture	18
		Quality of the choice of Font types and Font size	19
		Quality of the composition of background colour	20
		Quality of the composition of text colour	21
		Accuracy of the choice of pictures	22
		Quality of the pictures	23
		The use of buttons for navigating the program	24
		Accuracy of background music	25
4	Programming Quality	Interactivity level between students and the program	26
		Ease of interaction to the media	27
		The clarity of navigation structure of the program	28
		The clarity of instruction in using the program	29
		Text use efficiency	30

G.Data analysis techniques

In this research, there are two types of data. They are qualitative and quantitative data. Qualitative data are taken by doing interviews. To analyze the data, there are 5 (five) steps involved, they are; preparation of the data, familiarity of the data, interpreting the data, verifying the data, and representing the data. The form of representing the data is in transcript of interviews. They were analyzed verbally. Because the analysis was iterative, those processes did not actually take place as a logical sequence. So, it would be better to make the data in raw condition. The processes are explained below:

First, before the data were analysed the researcher prepared them. The data gathered from the interviews were recorded, transcribed, and copied for back-ups. Then, the data were organised in compatible format. In the right side of the column of the data typed, there was a space provided to have notes or comments. In addition, each piece of 'raw data' was identified with a unique serial number for reference purpose.

Second, the researcher read and re-read the prepared data until she understood them in deep. Third, to interpret them, the data were put into codes, categorized based on the expected information. Meanwhile, the data which were not needed were reduced. Fourth, after being interpreted, it is vital for qualitative data to be verified to know whether or not they are accurate and appropriate. Here, the researcher verified the data using respondent validation in which she asked the respondents whether all sentences in the transcripts were accurate or not. Finally, the data were ready to be presented.

In the other hand, quantitative data are collected by administering the questionnaire. The data taken from questionnaire are intended to gain the expert's opinion to develop the interactive multimedia. The open-ended question of the questionnaires whereas the quantitative data was obtained from the five points of agreement questionnaires (Likert – scale). The expert chose the following options in the questionnaires:

- 5 strongly agree
- 4 agree
- 3 neutral (undecided)
- 2 disagree
- 1 strongly disagree

The descriptive statistics, the central tendency, then used to analyze the data. The average score was counted by using the following formula:

$$M_n = \frac{\sum fX}{N}$$

Then, the average scores (X) were put into class interval as follows:

Table 4: **The Quantitative Data Conversion**

Scales	Categories	Interval of Mean Values	
		Formula	Computation
5	Very good	$X > \bar{X}_i + (1.8 \times S_{\bar{x}_i})$	$X > 4.2$
4	Good	$\bar{X}_i + (0.6 \times S_{\bar{x}_i}) < X \leq \bar{X}_i + (1.8 \times S_{\bar{x}_i})$	$3.4 < X \leq 4.2$
3	Fair	$\bar{X}_i - (0.6 \times S_{\bar{x}_i}) < X \leq \bar{X}_i + (0.6 \times S_{\bar{x}_i})$	$2.6 < X \leq 3.4$
2	Poor	$\bar{X}_i - (1.8 \times S_{\bar{x}_i}) < X \leq \bar{X}_i - (0.6 \times S_{\bar{x}_i})$	$1.8 < X \leq 2.6$
1	Very poor	$X \leq \bar{X}_i - (1.8 \times S_{\bar{x}_i})$	$X \leq 1.8$

Proposed by Sudijono, 2003: 339

The average mean value aspect in the questionnaire was consulted to the table proposed by Sudijono (2003:339). The data from the open – ended questionnaire were analyzed descriptively as the consideration to revise the interactive multimedia to get the final product.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the research. The research was conducted in April – August 2013. The findings on the developed units, the expert's judgment and the revision of the developed units are further analysed and discussed.

A. The First Draft of Interactive Multimedia

The first draft of interactive multimedia was made based on the observation conducted in the earlier April. The interactive multimedia is displayed in full screen mode in the computer. The basic colour of the interactive multimedia is blue, the box is grey, and the text is black. The flowchart of the first draft of interactive multimedia is in the appendices.

There are 2 (two) main frames in this first draft of interactive multimedia; welcome screen and general-display frame. The general-display frame includes some main buttons; home, user's guide, competences, material, and about me. The two frames and buttons are shown in the following pictures.



Picture 1. Welcome Screen



Picture 2. General-display and the Main Menu

Each main menu in Picture 4.2 can be expanded by clicking their buttons. All the 5 (five) menu were always occurred in the top-middle of the frame. Further explanation of each menu would be delivered in the next sections. Besides the main menu, there were other elements in the general-display frame. The following picture showed how they appear.



Picture 3. Complementary Elements

Further, there were also some more buttons that occurred in the interactive multimedia. They are “*next*” button and “*back*” button. The “*next*” button allows learner to move forward to see more materials, go through tasks, or to get more information of in a certain menu.



Picture 4 Back and Next Button

1. Home

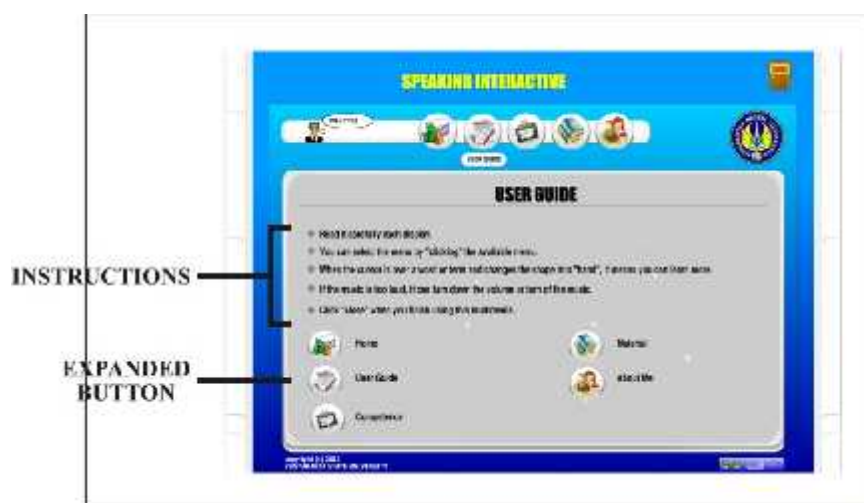
Home menu displayed the title of the multimedia. And, as always, the five main buttons. The goal of home screen is as the starting point for the user to get ready to use the interactive multimedia. The user could get back the home screen as if the were lost and wanted to get back to use the interactive multimedia from the beginning.



Picture 5. Home Screen

2. User's Guide

The user's guide menu displayed the instructions how to use the interactive multimedia in general; how to do tasks, expanded buttons, etc. and the function of each button. Here is the picture of user's guide screen.



Picture 6. User's Guide Screen

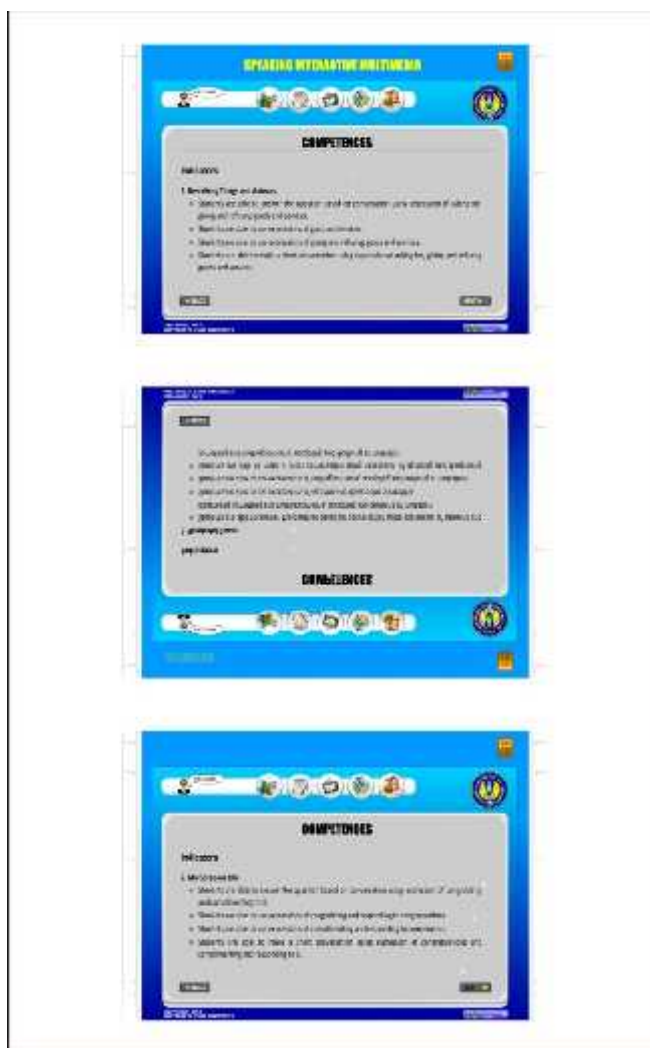
User's guide helps user to understand the use of each buttons / menu in order to make them easier in learning the materials that were provided in the interactive multimedia. Once the users are able to use each buttons the more effective the interactive multimedia helps them to learn the materials.

3. Competences

Competences menu contained the basic competencies of each unit in the interactive multimedia. The purpose of this menu is to give the learners a ground understanding of the materials they are about to learn. This menu also contained learning indicators that should be achieved in the end of teaching learning process by the learners through the interactive multimedia. The indicators are a set of skills of language use.



Picture 7. Basic Competencies



Picture 8. Indicators

4. Material

Material menu contained 3 (three) units of “*Scaffolding: English for Junior High School Students*”. Some adjustments, approved by the researcher’s consultant, of the original speaking materials from the book were made in order to fit in the requirements of good interactive multimedia. The original materials are included in appendices. In every unit, there were 2 (two) frames in the beginning

that contained language function, language focus, and input text. The next section described each unit briefly.

a. Unit 1 (Describing Things and Animals)

This unit contained tasks. The tasks are Task 6, Task 7, Task 8 Task 9, Task 16, and Task 21. In the end of material there will be reflection. The reflection section is aimed to measure how much knowledge the learners achieved through the whole material. Some tasks were arranged and modified into multiple choices, drag and drop, and arranging sentences. The modifications were made based on the activity that do-able in interactive multimedia form.

These are the picture of language function, language focus, and input text frames.



Picture 9. Language Function Frame Unit 1



Picture 10. Language Focus and Input Text Frame Unit 1

(1) Task 6

Task 6 contained a conversation text and the recorded version of the conversation. There are pictures of two persons talking-like by telephone and dialogue boxes. There is play button in the middle of two pictures to start the recording. When the button is pressed, the conversation text will be emerged in the dialogue boxes.



Picture 11. Conversation Material Unit 1

Following the conversation, the next frames of Task 6 are multiple choices questions of the conversation. There are 5 (five) questions that valued 20 point each. Every questions has 4 (four) options. The options of multiple choices will turn red if the learners chose it. Each question has direct feedback whether the answer is correct or wrong. If the answer was correct the feedback is “*True*” and “*False*” if the answer was wrong. In the end of the questions the learners will get their score of their answers.



Picture 12. Questions, Feedback, and Score Task 6 Unit 1

(2) Task 7

After learning the conversation in Task 6, the learners will focus to learn the expression that used in the conversation. Task 7 guided the learners to learn the use of asking for, giving, and refusing goods and services by giving the examples of the expression in 2 (two) tables. The first table is the expression that were used in the conversation in Task 6 and it has play-able audio of the expression by clicking the speaker button. The second table is the other examples of other expression that can be used in asking for, giving, and refusing goods and services.

SPKING INTERACTIVE

DESCRIBING THINGS AND ANIMALS

Task 7
Study the dialogues in Task 6 and complete. Then pay attention to the following expressions
In the dialogues, the expressions used in the conversation are given. Write the expressions presented in the table.

Expressions	Meaning	Read out
• Can you help me?	Asking for help	Click the speaker button
• I would like to buy a book for my mother.	Asking for something	Click the speaker button
• I don't like this book.	Refusing something	Click the speaker button
• I like this book.	Accepting something	Click the speaker button
• I don't like this book.	Refusing something	Click the speaker button

SPKING INTERACTIVE MULTIMEDIA

DESCRIBING THINGS AND ANIMALS

Write the expressions in the table.

Expressions	Meaning
• Can you help me?	Asking for help
• I would like to buy a book for my mother.	Asking for something
• I don't like this book.	Refusing something
• I like this book.	Accepting something
• I don't like this book.	Refusing something

Picture 13. Task 7 Unit 1

(3) Task 8

Task 8 is a pronunciation lesson. This task explained how to pronounce certain words and the rule of the pronunciation of those words. The words have phonetic transcription and play-able audio that helps students to learn how to pronounce correctly. To play the audio of a word, the learners can click the speaker icon next to the word.

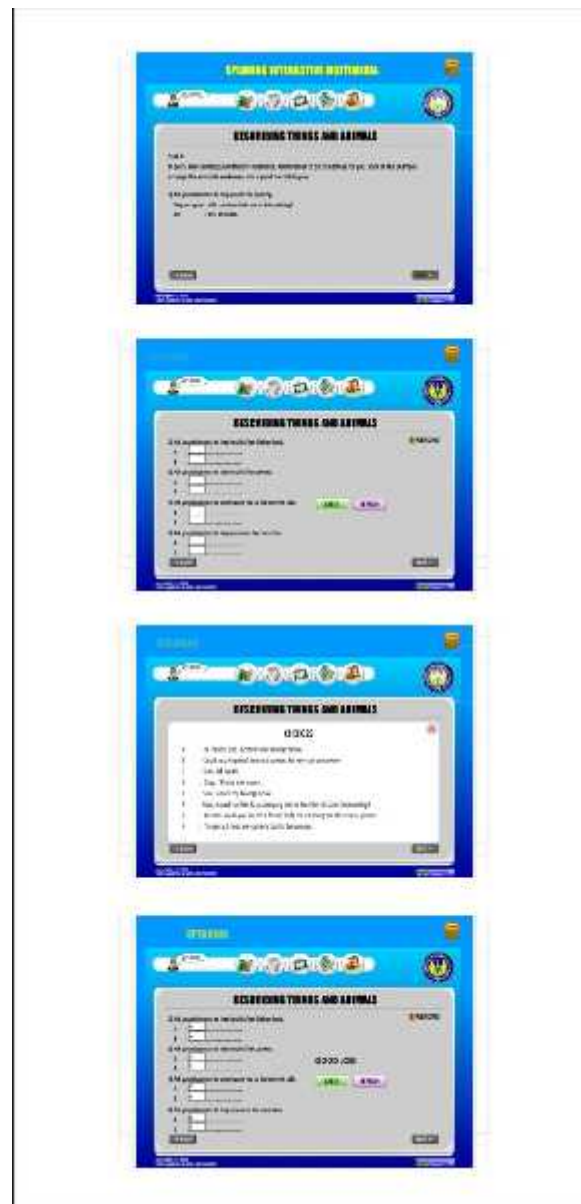


Picture 14. Task 8 Unit 1

(4) Task 9

The type of Task 9 is arranging sentences. There are several jumbled sentences that have to be rearranged into a good short dialogue based on the situation, each dialogue is contained by two sentences. The learners had to write down the alphabet of the sentence to the blank box in each number. The jumbled sentences are hidden in the “Reading” button. Feedback is provided after the learners filled all the blank boxes by clicking the “Check” button. The feedback will be “Good Job” if the sentences were arranged correctly and it will be “Check

Again Your Answers” if the sentences incorrectly arranged. To try again the learners could press the “*Refresh*” button and the boxes will remain blank. Here is the preview of Task 9.



Picture 15. Task 9 Unit 1

(5) Task 16

Task 16 is nearly similar to Task 9 but rather be writing down the sentences, it is dragging and dropping the jumbled sentences into blank spaces in a conversation dialogue. To check the answer the learners can press “*Check*” button. The feedback will be “*Good Job*” if the sentences were well placed, if they were not the feedback will be “*Check Again Your Answer*”. The learners can directly rearranged the placement if they miss-placed the jumbled sentences.



Picture 16. Task 16 Unit 1

(6) Task 21

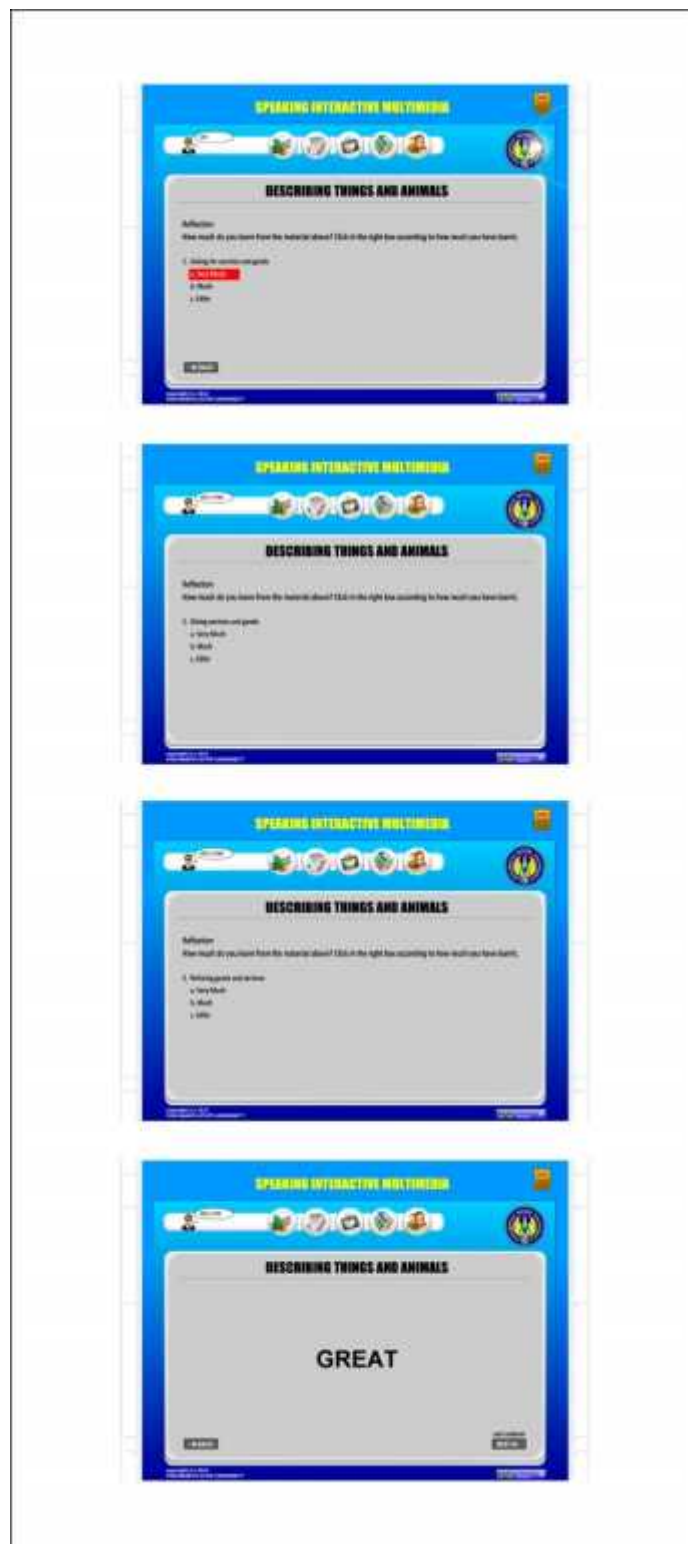
Task 21 is the evaluation for the learners' proficiency level of using the expression. Task 21 contained instruction of making a short dialogue based on the situations provided (choose one only). This task is categorized as the production activity in teaching and learning process.



Picture 17. Task 21 Unit 1

(7) Reflection

As mentioned above, this section is aimed to measure the amount of knowledge the learners' have achieved based on their own experience using the interactive multimedia. There are 3 (three) aspects being measured. And the options of measurement are: very much, much, and little. The options are in multiple choices form. And they will turn red if the learners chose one of them. The given feedback will be based on the options they have chosen. The feedback are "*Great*", "*Good*", and "*Keep Studying*".



Picture 18. Reflection Unit 1

a. Unit 2 (My Gorgeous Idol)

This unit contained tasks. The tasks are Task 5, Task 6, Task 7, Task 8, Task 17, and Task 20. In the end of material there will be reflection. The reflection section is aimed to measure how much knowledge the learners achieved through the whole material. Some tasks were arranged and modified into multiple choices, drag and drop, and arranging sentences. The modifications were made based on the activity that do-able in interactive multimedia form.

These are the picture of language function, language focus, and input text frames.



Picture 19. Language Function Frame Unit 2





Picture 21. Pronunciation Lesson Unit 2



Picture 22. Conversation Material Unit 2

Following the conversation, the next frames of Task 6 are multiple choices questions of the conversation. There are 5 (five) questions that valued 20 point each. Every questions has 4 (four) options. The options of multiple choices will turn red if the learners chose it. Each question has direct feedback whether the answer is correct or wrong. If the answer was correct the feedback is “True” and

“False” if the answer was wrong. In the end of the questions the learners will get their score of their answers.



Picture 23. Questions, Feedback, and Score Task 5 Unit 2

(2) Task 6

After learning the conversation in Task 5, the learners will focus to learn the expression that used in the conversation. Task 6 guided the learners to learn the use of asking for, giving, and refusing goods and services by giving the examples of the expression in 3 (three) tables. The first and the second table are the expression that used in the conversation in Task 5 and it has play-able audio of the expression by clicking the speaker button. The third table is the other examples of other expression that can be used in congratulating, complimenting, and responding to congratulations and compliments.

SPAKING INTERACTIVE MULTIMEDIA

MY DREAMS IDEAL

Task 6

Study the conversation in Task 5 and learn the expressions used in the following expressions. After you have learned the expressions, you can use them in your own sentences.

Expression	Audio	Video
1. I would like to ask you for...	1. I would like to ask you for...	1. I would like to ask you for...
2. I would like to ask you for...	2. I would like to ask you for...	2. I would like to ask you for...
3. I would like to ask you for...	3. I would like to ask you for...	3. I would like to ask you for...
4. I would like to ask you for...	4. I would like to ask you for...	4. I would like to ask you for...
5. I would like to ask you for...	5. I would like to ask you for...	5. I would like to ask you for...
6. I would like to ask you for...	6. I would like to ask you for...	6. I would like to ask you for...
7. I would like to ask you for...	7. I would like to ask you for...	7. I would like to ask you for...
8. I would like to ask you for...	8. I would like to ask you for...	8. I would like to ask you for...
9. I would like to ask you for...	9. I would like to ask you for...	9. I would like to ask you for...
10. I would like to ask you for...	10. I would like to ask you for...	10. I would like to ask you for...

SPAKING INTERACTIVE MULTIMEDIA

MY DREAMS IDEAL

Task 6

Study the conversation in Task 5 and learn the expressions used in the following expressions. After you have learned the expressions, you can use them in your own sentences.

Expression	Audio	Video
1. I would like to ask you for...	1. I would like to ask you for...	1. I would like to ask you for...
2. I would like to ask you for...	2. I would like to ask you for...	2. I would like to ask you for...
3. I would like to ask you for...	3. I would like to ask you for...	3. I would like to ask you for...



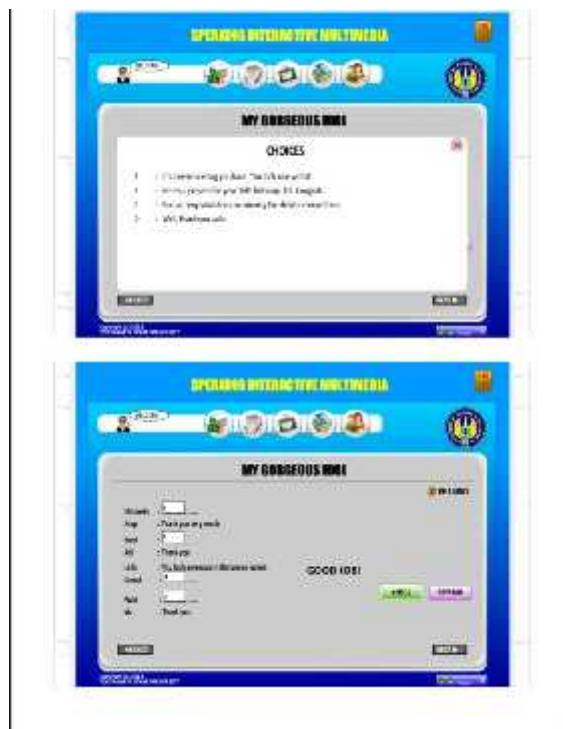
Picture 24. Task 6 Unit 2

(3) Task 7

In this task the learners studied grammatical rule of simple present tense. The rule was described briefly with some examples of simple present tense following it. The examples were also taken from Task 5. Using examples from previous task helps the learners to understand the use of simple present tense from a conversation they had learned.



Picture 25. Task 7 Unit 2



Picture 26. Task 8 Unit2

(5) Task 17

Task 17 is nearly similar to Task 8 but rather be writing down the sentences, it is dragging and dropping the jumbled sentences into blank spaces in a conversation dialogue. To check the answer the learners can press "*Check*" button. The feedback will be "*Good Job*" if the sentences were well placed, if they were not the feedback will be "*Check Again Your Answer*". The learners can directly rearranged the placement if they miss-placed the jumbled sentences.



Picture 27. Task 17 Unit 2

(6) Task 20

Task 20 is the evaluation for the learners' proficiency level of using the expression. Task 20 contained instruction of making a short dialogue based on the situations provided. This task is categorized as the production activity in teaching and learning process.



Picture 28. Task 20 Unit 2

(7) Reflection

This section is aimed to measure the amount of knowledge the learners' have achieved based on their own experience using the interactive multimedia. There are 3 (three) aspects being measured. And the options of measurement are: very much, much, and little. The options are in multiple choices form. And they will turn red if the learners chose one of them. The given feedback will be based on the options they have chosen. The feedback are "*Great*", "*Good*", and "*Keep Studying*".



Picture 29. Reflection Unit 2

c. Unit 3 (Wonderful Places)

This unit contained tasks. The tasks are Task 6, Task 7, Task 8 Task 9, Task 16, and Task 21. In the end of material there will be reflection. The reflection section is aimed to measure how much knowledge the learners achieved through the whole material. Some tasks were arranged and modified into multiple choices, drag and drop, and arranging sentences. The modifications were made based on the activity that do-able in interactive multimedia form.

These are the picture of language function, language focus, and input text frames.



Picture 30. Language Function Frame Unit 3



Picture 32. Task 7 Unit 3

(2) Task 8

Task 8 is the follow up activity for the expression of agreeing/disagreeing given in Task 7. This task gave the learners instruction to make short dialogue using the expression of agreeing/disagreeing. The learners were given another example of the expression at the beginning of the task. Then, in the next frame there are some statements that need to be given the opinion of agreement/disagreement by the learners.



Picture 33. Task 8 Unit 3

(3) Task 9

Task 9 contained a conversation text and the recorded version of the conversation. There is picture of a group of teenagers discussing their holiday plan. There was no play button to start the recording but, instead, there was speaker icon in the end of every sentence to play the recording.



Picture 34. Conversation material Unit 3

Following the conversation, the next frames of Task 9 are multiple choices questions of the conversation. There are 4 (four) questions that valued 25 point each. Every questions has 4 (four) options. The options of multiple choices will turn red if the learners chose it. Each question has direct feedback whether the answer is correct or wrong. If the answer was correct the feedback is “*True*” and “*False*” if the answer was wrong. In the end of the questions the learners will get their score of their answers.





Picture 35. Questions, feedback, and score Task 6 Unit 3

(4) Task 10

After learning the conversation in Task 9, the learners will focus to learn the expression that used in the conversation. Task 10 guided the learners to learn the use of asking for, giving, and refusing goods and services by giving the examples of the expression in 2 (two) tables. The first table is the expression that

were used in the conversation in Task 9 but, in this Unit, it has no play-able audio of the expression. The second table is the other examples of other expression that can be used in inviting someone, accepting invitations, and declining invitations.



Picture 36. Task 10 Unit 3

(5) Task 11

Task 11 is a pronunciation lesson. This task explained how to pronounce certain words and the rule of the pronunciation of those words. The words have phonetic transcription, some letters were missing, and play-able audio that helps



Picture 38. Task 12 Unit 3

(7) Task 20

The type of Task 20 is arranging sentences. There several jumbled sentences that have to be rearranged into a good complete dialogue. What the learners had to do is dragging and dropping the jumbled sentences into blank spaces in a conversation dialogue. To check the answer the learners can press “*Check*” button. The feedback will be “*Good Job*” if the sentences were well placed, if they were not the feedback will be “*Check Again Your Answer*”. The learners can directly rearranged the placement if they miss-placed the jumbled sentences.



Picture 39. Task 20 Unit 3

(8) Task 24 and Reflection

In Unit 3, the placement of Task 24 is attached with the reflection section. The first question of reflection is in one frame with Task 24. Task 24 is the evaluation for the learners' proficiency level of using the expression. Task 24 contained instruction of making a short dialogue based on the situations provided. This task is categorized as the production activity in teaching and learning process.



Picture 40. Task 24 Unit 3

This reflection section is aimed to measure the amount of knowledge the learners' have achieved based on their own experience using the interactive multimedia. There are 3 (three) aspects being measured. And the options of measurement are: very much, much, and little. The options are in multiple choices form. And they will turn red if the learners chose one of them. The given feedback will be based on the options they have chosen. The feedback are “*Great*”, “*Good*”, and “*Keep Studying*”.





Picture 41. Reflection Unit 3

B. Feedback

In this section will be discussed the result of judgement and validation from the expert. The expert for the first draft of the interactive multimedia was Ella Wulandari, M.A. She is a lecturer in English Education Department of Yogyakarta State University. Mrs. Ella was chosen because of her expertise and experiences in the speaking material and interactive multimedia programming.

After the first draft of the interactive multimedia was made, it was judged and validated by an expert. To gain the data, the researcher administered the questionnaire. Generally, there are four components of the first draft of the interactive multimedia that need to be judged and validated. They are content quality, instructional quality, technical quality, and programming quality. Those components were judged and developed into an expert judgement questionnaire. The result of the expert judgement can be seen in the following tables.

Table 5: **The Expert Judgement Data (Content Quality)**

NO.	Statements	Scores (<i>f</i>)	Expected scores (<i>N</i>)
1	Materials coverage	4	5
2	The effectiveness of the language use in explaining the materials	4	
3	The effectiveness of materials presentation	4	
4	Quality of pictures in explaining the concepts	-	
5	Quality of instructions in using the program	2	
6	Quality of test items	3	
7	The balance of the materials and test items	4	

8	Quality of examples in explaining the materials	4	
MEAN		3.125	

As can be seen from the table above the content quality of the first draft of the interactive multimedia was categorized as *fair* (see Table 4, Chapter III). There were some conditions that made the content quality was ended in *fair* category. There was a statement that could not be judged because the first draft of the interactive multimedia did not contain any explaining content picture in it. Also the instructions of using the program had a relatively minimum score. The suggestions from the expert were taken as the basic consideration to make the revisions of the content quality. The data was supported by an interview. The interview between the researcher (R) and the expert (E) on content quality of the interactive multimedia in brief are shown as follows.

T: *Berdasarkan penilaian Ibu, dari kelayakan isi multimedia ini apa yang kurang dan perlu diperbaiki?* (Based on your judgement, what is needed to be fixed from the content quality of the multimedia, Ma'am?)

E: *Kalau saya lihat, multimedia ini tidak mempunyai gambar-gambar untuk menjelaskan konsep ya. Terus, instruksinya kurang lengkap. Tolong dilengkapi ya, supaya siswanya lebih mudah memahami penggunaannya. Selebihnya bagus.* (From what I've seen, the multimedia does not contain any picture that explain concept. Furthermore, the instructions are incomplete. Please complete it in order to help the learners understanding how to use the multimedia. The rest is good.)

Table 6: The Expert Judgement Data (Instructional Quality)

NO.	Statements	Scores (<i>f</i>)	Expected scores (<i>N</i>)
9	The relevance of the program to the Basic Competency	3	5
10	The relevance of program to the Indicators	2	
11	The relevance of the program to the target audience	4	
12	Quality of learning instruction	3	
13	Quality of materials presentation	3	
14	The sequence of the materials	4	
15	Quality of the use of language in explaining the materials	3	
16	Media attraction	3	
17	Appropriate feedback for the learners provided by the program	3	
MEAN		3.11	

On the instructional quality, the expert judgement result was categorized as *fair*. The expert thought that in some points the instructions that are provided in the material of the first draft of the interactive multimedia were not matched, and need to be revised, with the Basic Competencies and Indicators. The presentation of the material could be better that it was in the first draft. In the other hand, the sequence of material and the relevance of the program and the target user are good. The interview data are as follows.

T: *Komponen yang kedua adalah kualitas instruksi multimedia ini, Bu. Komentar Ibu bagaimana?* (The second component is the instructional quality of the multimedia. What do you think about it, Ma'am?)

E: *Sebenarnya secara keseluruhan, kualitas intstruksinya relatif bagus. Presentasi materi-materinya, keruntutan materinya juga sudah tepat untuk siswa SMP. Beberapa feedback juga ditampilkan secara baik. Walaupun perlu ditingkatkan lagi. Tapi ini ada materi yang tidak sesuai dengan indikator ya? Perlu penyesuaian seperti itu.* (Overall, actually, the instructional quality of the multimedia is relatively good. The presentation and the sequence of the materials are suitable for the Junior High School students. The feedback are presented well. Although, they need improvements. But there are materials that do not relate with the indicators. I think it has to be related.)

Table 7: **The Expert Judgement Data (Technical Quality)**

NO.	Statements	Scores (f)	Expected scores (N)
18	Quality of the choice for background picture	2	5
19	Quality of the choice of Font types and Font size	2	
20	Quality of the composition of background colour	2	
21	Quality of the composition of text colour	2	
22	Accuracy of the choice of pictures	2	
23	Quality of the pictures	3	
24	The use of buttons for navigating the program	2	
25	Accuracy of background music	4	
MEAN		2.375	

Based on the table, it can be seen that the technical quality of the first draft of the interactive multimedia was poor. The expert suggested that the quality of background picture, font type, composition of background colour, text colour, and

buttons of navigation need to be improved. The improvement was aimed to increase the attractiveness of the interactive multimedia, especially when it was aimed for the SMP students. The highest score in technical quality was the accuracy of the background music. The interview on technical quality of the first draft of the interactive multimedia was as follows.

-
- E: *Sepertinya kualitas teknis dari multimedia ini agak kurang ya, Mas. Ini kualitas warna latar belakang dan warna hurufnya alangkah lebih baik diganti atau diperbaiki. Kalau seperti ini kurang menarik bagi siswa. Kemudian pada soal pilihan ganda saat memilih agak susah ya. Walaupun begitu, musik latarnya bagus.* (It seems that the technical quality of the multimedia is poor. The quality of colour background and the fonts colour are needed some improvements. If it stay like this, the multimedia will be less attractive for the learners. Eventhough, the music background is good.)
- T: *Baik, Bu. Beberapa hal akan saya perbaiki.* (Alright, Ma'am. I will make some improvements on this.)
-

Table 8: **The Expert Judgement Data (Programming Quality)**

NO.	Statements	Scores (<i>f</i>)	Expected scores (<i>N</i>)
26	Interactivity level between students and the program	4	5
27	Ease of interaction to the media	3	
28	The clarity of navigation structure of the program	3	
29	The clarity of instruction in using the program	2	
30	Text use efficiency	2	
MEAN		2.6	

The expert judgement in programming quality was categorized as *fair*. There were two statements that had the lowest score. They are the clarity of instruction in using program and text use efficiency. The expert suggested to add more instructions in using the program with more clear sentences in order to make the learners understand how to use the interactive multimedia properly. Some navigations also needed to improve because it was rather difficult to use. Here is the interview script in the programming quality.

T: *Komponen terakhir adalah kualitas pemrograman, Bu. Bagaimana menurut Ibu?* (The last component is the programming quality of the multimedia, Ma'am. What do you think about it?)

E: *Ini yang muncul, lagi-lagi, adalah masalah instruksi untuk siswanya. Kemudian ada beberapa kesalahan struktur kalimat yang digunakan. Itu saja. Interaksi antara pengguna dan multimedia cukup bagus. Secara penggunaan juga mudah. Tata letak tiap-tiap tombol juga sudah tepat.* (The same mistake is occurred continually, the instructions for the learners. And then, there are some grammar mistakes in sentences. That's it. The interactivity level between users and program is quite good. The multimedia is easy to use. The layout of the navigation buttons is well placed.)

Presented in the next following table is the suggested improvements and comments from the expert on the first draft of the interactive multimedia. The table showed the suggestions and comments frame by frame.

Table 9: **Expert's Suggestions and Comments**

NO.	Items	Suggestion / Comment	Purpose
1	Home screen	More information	To give brief explanation about the interactive multimedia
2	Font type and colour	Need to be changed	To gain attention from the learners
3	User's guide	Instructions are unclear (grammar mistakes)	To make the instructions more understandable
4	Recorded material Unit 2 and Unit 3	Add play button (whole conversation, not just part by part)	To provide the learners the whole conversation
5	Multiple choices	Difficult to choose the options	

T: *Jadi, secara keseluruhan, bagaimana pendapat Ibu mengenai multimedia ini?*

(So, overall, what do you think about the multimedia, Ma'am?)

E: *Multimedia ini secara keseluruhan cukup baik tapi belum bisa dikatakan bagus. Ada beberapa hal yang harus benar-benar diperbaiki supaya multimedia ini jadi lebih baik. Karena multimedia semacam ini memang bisa membantu guru untuk menyampaikan materi-materi dengan cara yang menarik, tidak membosankan. Ok, begitu saja dari saya. Ada lagi, Mas?*

(Overall, this multimedia is OK but not good enough. There are some elements that really need to be fixed in order to make the multimedia better. Because this kind of multimedia, indeed, helps teachers to deliver the material in interesting way, not boring one. Ok, that's it from me. Anything else?)

T: *Baik, Bu. Itu saja. Terima kasih atas waktu dan kesediannya menguji multimedia saya.* (No, Ma'am. That's also it from me. Thank you for your time and your willingness to judge my multimedia.)

E: *Sama-sama. Semoga lancar, Mas.* (You're welcome. Good luck.)

From the transcribed interview above and from the four components judged by the expert, the first draft of the interactive multimedia was categorized as *fair*. The suggestions and comments from the expert were used as the considerations to make improvements in the second draft (final draft) of the interactive multimedia.

C. The Second Draft of The Interactive Multimedia (Final Draft)

In the second draft, some revisions and improvements were made based on the feedback from the expert and from the researcher himself. The revisions and improvements were made to make the final draft is suitable with the requirements characteristics of an effective interactive multimedia.

In general display, some improvements were made in the MATERIAL menu. There is a column in upper-left side that the users can choose the task they want to learn, directly. Here is the preview.



Picture 42. Tasks Column

Further revisions and improvements will be described briefly in this section. The second draft of interactive multimedia was made based on the suggestion and comments from the expert judgement result. The interactive multimedia is displayed in full screen mode in the computer. The basic colour of the interactive multimedia is blue, the colour background of the content box is grey, and the text is black but in the tasks instruction, the colour is changing. The flowchart of the second draft of interactive multimedia is in the appendices.

There are 2 (two) main frames in this first draft of interactive multimedia; welcome screen and general-display frame. The general-display frame (see **Picture 1**) includes some main buttons (**Picture 2**); home, user's guide, competences, material, and about me. There were also some more buttons that occurred in the interactive multimedia (**Picture 4**). "*next*" button and "*back*" button. "*next*" allows learner to move forward to see more materials, go through tasks, or to get more information of in a certain menu.

1. Home

In the second draft, the Home screen were given and improvement on its content. In the first draft, the Home screen (Picture 5) was only showed the title of the interactive multimedia. Based on the suggestion by the expert, the Home in the second draft displayed the material contained in the interactive multimedia. The purpose is to give information about what the learners about to learn.



Picture 43. Home Screen Second Draft

2. User's Guide

The user's guide menu displayed the instructions how to use the interactive multimedia in general; how to do tasks, expanded buttons, etc. and the function of each button. In the first draft, there was a grammar mistake in

instructions number 1 (Picture 6). The revision on the grammar mistake was made in this second draft multimedia.



Picture 43. User's Guide Second Draft

User's guide helps user to understand the use of each buttons / menu in order to make them easier in learning the materials that were provided in the interactive multimedia. Once the users are able to use each buttons the more effective the interactive multimedia helps them to learn the materials.

3. Competences

Competences menu contained the basic competencies of each unit in the interactive multimedia. The purpose of this menu is to give the learners a ground understanding of the materials they are about to learn. In this menu also contained learning indicators that should be achieved in the end of teaching learning process by the learners through the interactive multimedia. The indicators are a set of skills of language use.

In the second draft, the Competences menu was slightly different from the first draft (Picture 7 and Picture 8). The researcher put the competences and indicators unit by unit and it has a map in the first frame. So the learner can access the competences and indicators each unit easily.



Picture 43. Map of Competences Menu

4. Material

Material menu contained 3 (three) units of *“Scaffolding: English for Junior High School Students”*. Some improvements were made based on the suggestions and comments from the expert. In every unit, there were 2 (two) frames in the beginning that contained language function, language focus, and input text. Those frames were included in the first task of every unit. The next section described each unit briefly.

b. Unit 1 (Describing Things and Animals)

This unit contained tasks. The tasks are Task 6, Task 7, Task 8 Task 9, Task 16, and Task 21. In the end of material there will be reflection. The reflection section was aimed to measure how much knowledge the learners achieved through the whole material. Some tasks were arranged and modified into multiple choices, drag and drop, and arranging sentences. In the beginning of each unit, there will be a map of the tasks. If the learners' cursor is in the top of one the tasks, there will be additional information what the task is about. This additional frame was made to make the learners easier to access each task in case they want to jump from on task to another task directly. Also, the font in every task's instruction is changing in order to make the multimedia more interesting for the learners.



Picture 44. Map of Unit 1

(8) Task 6

Task 6 contained a conversation text and the recorded version of the conversation. There are pictures of two persons talking-like by telephone and dialogue boxes. There is play button in the middle of two pictures to start the recording. When the button is pressed, the conversation text will be emerged in the dialogue boxes (Picture 11).

Following the conversation, the next frames of Task 6 are multiple choices questions of the conversation. There are 5 (five) questions that valued 20 point each. Every questions has 4 (four) options. The options of multiple choices will turn red if the learners chose it. Each question has direct feedback whether the answer is correct or wrong. If the answer was correct the feedback is “*True*” and “*False*” if the answer was wrong. In the end of the questions the learners will get their score of their answers (Picture 12).

The multiple choices buttons were revised due to its difficulty to use in the first draft of the in the interactive multimedia. The *Red* area of each option was made bigger than in the first draft.



Picture 45. The RED Area of Choosing Options Unit 1 Second Draft

(9) Task 7

After learning the conversation in Task 6, the learners will focus to learn the expression that used in the conversation. Task 7 guided the learners to learn the use of asking for, giving, and refusing goods and services by giving the examples of the expression in 2 (two) tables. The first table is the expressions that were used in the conversation in Task 6 and it has play-able audio of the expression by clicking the speaker button. The second table is the other examples of other expression that can be used in asking for, giving, and refusing goods and services (Picture 13).

(10) Task 8

Task 8 is a pronunciation lesson. This task explained how to pronounce certain words and the rule of the pronunciation of those words. The words have phonetic transcription and play-able audio that helps students to learn how to

pronounce correctly. To play the audio of a word, the learners can click the speaker icon next to the word (Picture 14).

(11) Task 9

The type of Task 9 is arranging sentences. There several jumbled sentences that have to be rearranged into a good short dialogue based on the situation, each dialogue is contained by two sentences. The learners had to write down the alphabet of the sentence to the blank box in each number. The jumbled sentences are hidden in the “Answer” button. Feedback is provided after the learners filled all the blank boxes by clicking the “Check” button. The feedback will be “Good Job” if the sentences were arranged correctly and it will be “Check Again Your Answers” if the sentences incorrectly arranged. To try again the learners could press the “Refresh” button and the boxes will remain blank.



Picture 46. Task 9 Unit 1 Second Draft

(12) Task 16

Task 16 is nearly similar to Task 9 but rather be writing down the sentences, it is dragging and dropping the jumbled sentences into blank spaces in a conversation dialogue. To check the answer the learners can press “*Check*” button. The feedback will be “*Good Job*” if the sentences were well placed, if they were not the feedback will be “*Check Again Your Answer*”. The learners can directly rearranged the placement if they miss-placed the jumbled sentences (Picture 16).

(13) Task 21

Task 21 is the evaluation for the learners’ proficiency level of using the expression. Task 21 contained instruction of making a short dialogue based on the situations provided (choose one only). This task is categorized as the production activity in teaching and learning process (Picture 17).

(14) Reflection

As mentioned above, this section is aimed to measure the amount of knowledge the learners’ have achieved based on their own experience using the interactive multimedia. There are 3 (three) aspects being measured. And the options of measurement are: very much, much, and little. The options are in multiple choices form. And they will turn red if the learners chose one of them. The given feedback will be based on the options they have chosen. The feedback are “*Great*”, “*Good*”, and “*Keep Studying*” (Picture 18).

c. Unit 2 (My Gorgeous Idol)

This unit contained tasks. The tasks are Task 5, Task 6, Task 7, Task 8, Task 17, and Task 20. In the end of material there will be reflection. The reflection section is aimed to measure how much knowledge the learners achieved through the whole material. Some tasks were arranged and modified into multiple choices, drag and drop, and arranging sentences. In the beginning of each unit, there will be a map of the tasks. If the learners' cursor is in the top of one the tasks, there will be additional information what the task is about. This additional frame was made to make the learners easier to access each task in case they want to jump from one task to another task directly. Also, the font in every task's instruction is changing in order to make the multimedia more interesting for the learners.



Picture 47. Map of Unit 2

(8) Task 5

Task 5 contained a pronunciation lesson in the beginning and a conversation text and the recorded version of the conversation. There was a picture of a group of teenagers holding a birthday party and now it has “Play” button in it. At the first, this task explained how to pronounce certain words and the rule of the pronunciation of those words. The missing letters of the phonetic transcription were fixed and it has play-able audio that helps students to learn how to pronounce correctly. To play the audio of a word, the learners can click the speaker icon next to the word.



Picture 48. Task 5 Unit 2 Second Draft



Picture 49. Conversation Material Unit 2 Second Draft

Following the conversation, the next frames of Task 6 are multiple choices questions of the conversation. There are 5 (five) questions that valued 20 point each. Every questions has 4 (four) options. The options of multiple choices will turn red if the learners chose it. Each question has direct feedback whether the answer is correct or wrong. If the answer was correct the feedback is “*True*” and “*False*” if the answer was wrong. In the end of the questions the learners will get their score of their answers (Picture 23).

The multiple choices buttons were revised due to its difficulty to use in the first draft of the in the interactive multimedia. The *Red* area of each option was made bigger than in the first draft.



Picture 50. The RED Area of Choosing Options Unit 2 Second Draft

(9) Task 6

After learning the conversation in Task 5, the learners will focus to learn the expression that used in the conversation. Task 6 guided the learners to learn the use of asking for, giving, and refusing goods and services by giving the examples of the expression in 3 (three) tables. The first and the second table are the expression that used in the conversation in Task 5 and it has play-able audio of the expression by clicking the speaker button. The third table is the other examples of other expression that can be used in congratulating, complimenting, and responding to congratulations and compliments (Picture 24).

(10) Task 7

In this task the learners studied grammatical rule of simple present tense. The rule was described briefly with some examples of simple present tense following it. The examples were also taken from Task 5. Using examples from

previous task helps the learners to understand the use of simple present tense from a conversation they had learned (Picture 24).

(11) Task 8

The type of Task 8 is arranging sentences. There several jumbled sentences that have to be rearranged into a good short dialogue based on the situation, each dialogue is contained by two sentences. The learners had to write down the alphabet of the sentence to the blank box in each number. The jumbled sentences are hidden in the “Answer” button. Feedback is provided after the learners filled all the blank boxes by clicking the “Check” button. The feedback will be “Good Job” if the sentences were arranged correctly and it will be “Check Again Your Answers” if the sentences incorrectly arranged. To try again the learners could press the REFRESH button and the boxes will remain blank. In the second draft, Task 8 was complete by a picture in every question. Here is the example one of the questions in Task 8.



Picture 51. Task 8 Unit 2 Second Draft

(12) Task 17

Task 17 is nearly similar to Task 8 but rather be writing down the sentences, it is dragging and dropping the jumbled sentences into blank spaces in a conversation dialogue. To check the answer the learners can press “*Check*” button. The feedback will be “*Good Job*” if the sentences were well placed, if they were not the feedback will be “*Check Again Your Answer*”. The learners can directly rearranged the placement if they miss-placed the jumbled sentences (Picture 27).

(13) Task 20

Task 20 is the evaluation for the learners’ proficiency level of using the expression. Task 20 contained instruction of making a short dialogue based on the situations provided. This task is categorized as the production activity in teaching and learning process (Picture 28).

(14) Reflection

This section is aimed to measure the amount of knowledge the learners’ have achieved based on their own experience using the interactive multimedia. There are 3 (three) aspects being measured. And the options of measurement are: very much, much, and little. The options are in multiple choices form. And they will turn red if the learners chose one of them. The given feedback will be based on the options they have chosen. The feedback are “*Great*”, “*Good*”, and “*Keep Studying*” (Picture 29).

d. Unit 3 (Wonderful Places)

This unit contained tasks. The tasks are Task 6, Task 7, Task 8 Task 9, Task 16, and Task 21. In the end of material there will be reflection. The reflection section was aimed to measure how much knowledge the learners achieved through the whole material. Some tasks were arranged and modified into multiple choices, drag and drop, and arranging sentences. In the beginning of each unit, there will be a map of the tasks. If the learners' cursor is in the top of one the tasks, there will be additional information what the task is about. This additional frame was made to make the learners easier to access each task in case they want to jump from on task to another task directly. Also, the font in every task's instruction is changing in order to make the multimedia more interesting for the learners.



Picture 52. Map of Unit 3

(9) Task 7

Task 7 contained two short example dialogues of expressing agreement/disagreement. Then, continued by the table of other expression of agreeing/disagreeing in the next frame. There is no audio or recorded version of the conversation in Task 7 (Picture 32).

(10) Task 8

Task 8 is the follow up activity for the expression of agreeing/disagreeing given in Task 7. This task gave the learners instruction to make short dialogue using the expression of agreeing/disagreeing. The learners were given another example of the expression at the beginning of the task. Then, in the next frame there are some statements that need to be given the opinion of agreement/disagreement by the learners (Picture 33).

(11) Task 9

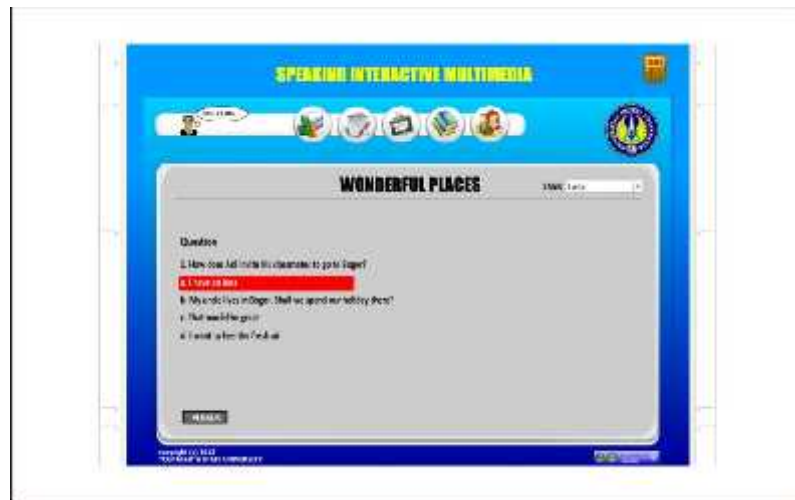
Task 9 contained a conversation text and the recorded version of the conversation. There is picture of a group of teenagers discussing their holiday plan and now it has “*Play*” button in it.



Picture 53. Conversation Material Unit 3 Second Draft

Following the conversation, the next frames of Task 6 are multiple choices questions of the conversation. There are 5 (five) questions that valued 20 point each. Every questions has 4 (four) options. The options of multiple choices will turn red if the learners chose it. Each question has direct feedback whether the answer is correct or wrong. If the answer was correct the feedback is “*True*” and “*False*” if the answer was wrong. In the end of the questions the learners will get their score of their answers (Picture 35).

The multiple choices buttons were revised due to its difficulty to use in the first draft of the in the interactive multimedia. The *Red* area of each option was made bigger than in the first draft.



Picture 54. The RED Area of Choosing Options Unit 3 Second Draft

(12) Task 10

After learning the conversation in Task 9, the learners will focus to learn the expression that used in the conversation. Task 10 guided the learners to learn the use of asking for, giving, and refusing goods and services by giving the examples of the expression in 2 (two) tables. The first table is the expression that were used in the conversation in Task 9 but, in this Unit, it has no play-able audio of the expression. The second table is the other examples of other expression that can be used in inviting someone, accepting invitations, and declining invitations (Picture 36).

(13) Task 11

Task 11 is a pronunciation lesson. This task explained how to pronounce certain words and the rule of the pronunciation of those words. The words have phonetic transcription, the missing letters were fixed, and play-able audio that

helps students to learn how to pronounce correctly. To play the audio of a word, the learners can click the speaker icon next to the word.



Picture 55. Task 11 Unit 3 Second Draft

(14) Task 12

This task is a guided task. Task 12 gave instruction to the learners to make use their ability to invite someone, accept, or decline invitations that they had already learned from the previous tasks in certain situations. The situations are provided with specific places and expression the learners had to make (Picture 38).

(15) Task 20

The type of Task 20 is arranging sentences. There several jumbled sentences that have to be rearranged into a good complete dialogue. What the learners had to do is dragging and dropping the jumbled sentences into blank spaces in a conversation dialogue. To check the answer the learners can press "Check" button. The feedback will be "Good Job" if the sentences were well

placed, if they were not the feedback will be "*Check Again Your Answer*". The learners can directly rearranged the placement if they miss-placed the jumbled sentences (Picture 39).

(16) Task 24 and Reflection

In Unit 3, the placement of Task 24 is attached with the reflection section. The first question of reflection is in one frame with Task 24. Task 24 is the evaluation for the learners' proficiency level of using the expression. Task 24 contained instruction of making a short dialogue based on the situations provided. This task is categorized as the production activity in teaching and learning process (Picture 4.40).

The reflection section is aimed to measure the amount of knowledge the learners' have achieved based on their own experience using the interactive multimedia. There are 3 (three) aspects being measured. And the options of measurement are: very much, much, and little. The options are in multiple choices form. And they will turn red if the learners chose one of them. The given feedback will be based on the options they have chosen. The feedback are "*Great*", "*Good*", and "*Keep Studying*" (Picture 41.).

D. Discussion

The speaking material of the interactive multimedia were taken from “*Scaffolding: English for Junior High School Students*” book by Jaka Priyana. There are 3 (three) units that were developed into multimedia, they are: Unit 1 (Describing Things and Animals), Unit 2 (My Gorgeous Idol), and Unit 3 (Wonderful Places). There were some modifications in the tasks procedure in order to meet the requirements of effective multimedia.

At the beginning, the researcher did the observation to gain the data of learners’ needs. The observation was needed to make the developed multimedia meet the needs of the learners. The observation result was the consideration to develop appropriate interactive multimedia for them.

After that, the researcher made the first draft of the interactive multimedia. The 5 elements of multimedia suggested by Senn (1998) – text, graphic, audio, video, animation - were not included entirely, due to the researcher feasibility. The element that was not included is video. The first draft was judged by an expert using the questionnaire. There were four components of the interactive multimedia were judged, they are: content quality, instructional quality, technical quality, and programming quality. The quantitative data from the questionnaire showed that the first draft of the interactive multimedia categorized as *fair*. This means that the multimedia is basically effective but needs further improvements and revisions. The quantitative data were supported by qualitative data obtained by the transcribed interview between the researcher and the expert. The revisions were made based on the suggestions and comments from the expert.

The second draft (final draft) were made after the expert judgement of the first draft of the interactive multimedia. As described in previous section, the second draft had been improved. This made the second draft of the interactive multimedia met the requirements of the characteristics of effective interactive multimedia.

Finally, the final draft were packed into a CD and ca be used as a supporting media in teaching and learning speaking in SMP 2 N Banguntapan.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The objective of this study is to identify the characteristics of a good interactive multimedia for speaking materials of “*Scaffolding: English for Junior High School Students*” in SMP N 2 Banguntapan in academic year 2012/2013. This study is classified as Research and Development (R & D). This research is followed by 3 (three) main steps: planning, design, and development. There are two kinds of data in this study. The first kind of data is quantitative data. The quantitative data are obtained from using questionnaire in the expert judgement. The data from the expert judgement are supported with the qualitative data from the interview between the researcher and the expert.

From the data obtained, the interactive multimedia is categorized as *fair*. The result shows that, basically, the interactive multimedia is good enough to use as the supporting media in teaching and learning speaking in SMP. Further improvements are made based on the data from the expert.

In conclusion, using Stemler’s features of good interactive multimedia, the researcher found the characteristics of a good multimedia for speaking materials of “*Scaffolding: English for Junior High School Students*”.

Table 10: Conclusions of Multimedia Features

Multimedia Features	Conclusions
Screen Design	<ul style="list-style-type: none"> a. The layout of the buttons should be arranged well. b. The navigation buttons should be recognizable. c. Provides a good user's guide.
Interaction	<ul style="list-style-type: none"> a. Provides tasks that help the learners understand the material. b. Various tasks should be provided. c. Learners should be able to choose the tasks in their determined-order.
Feedback	<ul style="list-style-type: none"> a. The feedback should be on the same screen as the response. b. Provide feedback immediately following a response. c. Vary the feedback in each task, so it will not be boring.
Learners Control	<ul style="list-style-type: none"> a. Provide selectable areas for users to access information. b. The selectable areas should be easy to use. c. Provides Map, so the learners could explore the multimedia easily.
Colour	<ul style="list-style-type: none"> a. The main colour should match the age of the target users. In this case, the colours should be bright because the target users are junior high schools students. b. Text colour should be interesting, not just one plain colour. c. Use commonly accepted colours for particular actions.

Graphics	<ul style="list-style-type: none"> a. The menu icons should be recognizable and represented its content. b. Make the graphics icon for the menu as interesting as possible. c. The picture should be suitable with the theme.
Animation	<ul style="list-style-type: none"> a. The animation should enhance the multimedia attractiveness. b. Should not be the main focus of the multimedia. c. The animation should be representing the theme of the multimedia.
Audio Elements	<ul style="list-style-type: none"> a. The audio of conversation should be authentic. b. Long passages need whole recorded audio and line per line audio. So the learners can easily repeat the line they want to hear. c. Pronunciation lesson should be provided with decent audio.

B. Suggestions

1. For using this program

There are two direct users of this program. They are the English teacher and the students. Some suggestions are addressed to them.

a. For The English Teachers

For the English teachers, here are some suggestions on the relation to the interactive multimedia as supporting media in the teaching and learning process.

1. Multimedia needs certain programs, the English teachers have to mastered the all related program in order to understand in using the multimedia.

2. The multimedia has limited material on it, the teachers should provide additional materials to support the multimedia.
3. The English teachers should provide good multimedia to increase their students' motivation.
4. The English teachers should help the learners to learn through multimedia.

b. For The Learners

Here are the suggestions for the learners.

1. The learners should be prepared to understand how to run the program.
2. The learners are allowed to choose the task based on their needs and interests.
3. Through the multimedia, the learners can acquire knowledge from different views and interesting way. This can enhance their motivation to learn.
4. The multimedia allows the learners to deal with multimedia environment in language learning.

2. For Dissemination

The material of the multimedia and the multimedia itself can be developed in other schools in which they should have expertise in developing and managing the learning media.

3. For further product development

The suggestions for the next or further development in the same field of developing interactive multimedia for speaking material are as follows.

1. Content (material) should be varied to make the program more attractive.

The variations of the material will make the multimedia more interesting for the learners.

2. Interactivity should be improved to attract learners' attention.

3. Further product testing is needed to identify the detail errors of the program, because in this study the multimedia was not thoroughly investigated.

4. Developing more interesting and attractive program to support the language learning.

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APPENDICES

APPENDIX

A

COURSE GRID OF INTERACTIVE MULTIMEDIA FOR FIRST SEMESTER SPEAKING MATERIALS OF “SCAFFOLDING: ENGLISH FOR JUNIOR HIGH SCHOOLS STUDENTS” FOR SECOND GRADE STUDENTS OF SMP N 2 BANGUNTAPAN
2012/ 2013

UNIT	BASIC COMPETENCIES	INDICATORS	LANGUAGE FUNCTION	LANGUAGE FOCUS	INPUT TEXT	LEARNING ACTIVITIES
(1) Describing Things And Animals	Speaking: 1.1. Expressing meaning in transactional conversations (to get things done) and simple interpersonal (socialize) with correct spoken form accurately, fluently, and acceptable using expression of: asking, giving, refusing offers, asking, giving, refusing things, admitting and denying facts, asking and giving opinions.	<ul style="list-style-type: none"> Students are able to use <i>modals</i> correctly. Students are able to pronounce the words given correctly. Students are able to answer the questions based on conversation using expression of asking for, giving and refusing goods and services. Students are able to use expression of asking for good and services. Students are able to use expression of giving and refusing goods and services. Students are able to make a short conversation using expression of asking for, giving and refusing goods and services. 	<ul style="list-style-type: none"> Asking for, giving and refusing goods and services <ul style="list-style-type: none"> - Can you help me? - Would you take my English book to school for me, please? - Could you come before 10.30? - Yes. What do you want me to do? - Yes, sure. - No, I can do it myself. Etc. 	<ul style="list-style-type: none"> Key vocabulary: Wood, good, took, look, foot. 	Short dialogues Recording of short conversations Pictures	<ul style="list-style-type: none"> Task 6 Study and practice the following phone conversation between Laila and her brother. Then answer the questions. Task 7 Study the dialogue in Task 6 once again. Then pay attention to the following explanation. Task 8 Study the explanation below. Task 9 In pairs, have a dialogue with your classmate. Ask him/her to do something for you. Look at the example. Arrange the available sentences into a good short dialogue. Task 16 Complete the following dialogue with the suitable expressions in the box. Task 21 In pairs, have a dialogue with your classmate to ask for, give and refuse goods and services according to the following situations.

<p>(2) My Gorgeous Idol</p>	<p>1.2. Understanding and responding transactional conversations (to get things done) and simple interpersonal (socialize) with correct spoken form accurately, fluently, and acceptable using expression of: inviting, accepting and refusing invitations, agreeing/disagreeing, complimenting, congratulating.</p>	<ul style="list-style-type: none"> • Students are able to answer the questions based on conversation using expression of congratulating and complimenting and responding to it. • Students are able to use expression of congratulating and responding to congratulations. • Students have lots of adjective words vocabulary. • Students are able to use expression of complimenting and responding to compliments. • Students are able to make a short conversation using expression of congratulating and complimenting and responding to it. 	<ul style="list-style-type: none"> • Congratulating and complementing and responding to it. <ul style="list-style-type: none"> - Congratulations on your birthday. - Congratulations on winning the basketball competition. - What a . . . ! - That's a very nice dress. - Thank you. - Oh, not really. - It's nice of you to say so. Etc. 	<ul style="list-style-type: none"> • Key vocabulary: Congratulations, charming, gawn, gorgeous, cute, suit, competition, captain. • Grammar: Present Simple tenses I/we/you/they look He/she/it looks 	<p>Short dialogues Recording of short conversations Pictures</p>	<ul style="list-style-type: none"> • Task 5 Study and pronounce the following words. Then study and practice the conversations and answer the questions. • Task 6 Study the conversation in Task 5 once again. Then, pay attention to the following explanation. • Task 7 Study the rule below. • Task 8 Work in pairs. Complete the following short dialogues with the suitable answer that are available, and then practise with your partner. Look at the examples. • Task 17 Complete the following conversation with the suitable expressions in the box. • Task 20 Work in pairs and have a dialogue with your classmate according to the following situation.
<p>(3) Wonderful Places</p>	<p>1.2. Understanding and responding transactional conversations (to get things done) and simple interpersonal</p>	<ul style="list-style-type: none"> • Students are able to use <i>modals</i> correctly. • Students are able to answer the questions based on conversation using expression of agreeing and disagreeing 	<ul style="list-style-type: none"> • Agreeing and disagreeing something. <ul style="list-style-type: none"> - Yes, I agree. - That's a good idea. - I don't think so. - I disagree. Etc. 	<ul style="list-style-type: none"> • Key vocabulary: Agree, grade, grape, great, green, ground. 	<p>Short dialogues Recording of short conversations Pictures</p>	<ul style="list-style-type: none"> • Task 7 Study and practice the dialogues below. Then, pay attention to the explanation. • Task 8 Express whether you agree or

	<p>(socialize) with correct spoken form accurately, fluently, and acceptably using expression of: inviting, accepting and refusing invitations, agreeing/disagreeing, complimenting, congratulating.</p>	<p>something and inviting someone, accepting, and declining an invitation.</p> <ul style="list-style-type: none"> • Students are able to use expression of agreeing and disagreeing something. • Students are able to use expression of inviting someone, accepting, and declining an invitation. • Students are able to make a short conversation using expression of agreeing and disagreeing something and inviting someone, accepting, and declining an invitation. 	<ul style="list-style-type: none"> • Inviting someone, accepting, and declining an invitation. <ul style="list-style-type: none"> - Shall we spend our holiday there? - Would you like you to come to . . . ? - Come and . . . - That would be great. - I would. Thank you very much. - Thank you very much for inviting me, but . . . - I'd love to, but . . . Etc. 		<p>disagree with these statements. Look at the example. Work in pairs.</p> <ul style="list-style-type: none"> • Task 9 Study and practice the following conversation. Then, answer the questions. • Task 10 Study the conversation in Task 9 once again. Pay attention to the following explanation. • Task 11 Study the explanation below. • Task 12 Work in pairs and have a dialogue with your classmate based on the following clues. Look at the example. • Task 20 Complete the following dialogue with the suitable expressions in the box. • Task 24 Work in pairs. Have a dialogue with a classmate. Express your agreement and disagreement with your school regulations.
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APPENDIX

B

SPEAKING MATERIALS OF “SCAFFOLDING: ENGLISH FOR JUNIOR HIGH SCHOOL STUDENTS”

Unit 1

Task 6. Study and practice the following phone conversation between Laila and her brother. Then answer the questions.

Situation:

Laila is at school. She left her English book at home. She calls her brother and asks him to take it.

Laila's Brother : Hello, who's there?

Laila : Hi, it's me, Laila. Can you help me?

Laila's Brother : Sure, what can I do for you?

Laila : Would you like to take my English book to school for me, please?

Laila's Brother : Okay, which one is it?

Laila : It's the green one. There is a sunflower picture on it.

Laila's Brother : Where did you leave it?

Laila : I left it on the red couch. Could you come before 10.30?

Laila's Brother : All right. Is there anything else?

Laila : No, thank you. See you later.

Laila's Brother : See you.

Questions

1. How does she ask for her brother's help? What expression does she use?
2. How does her brother answer when Laila asks for help?
3. What book did Laila leave at home?
4. How does Laila ask her brother to take the book?
5. What does Laila say when she asks her brother to come before 10.30?

Task 7. Study the dialogue in Task 6 once again. Then pay attention to the following explanation.

In the dialogue in **Task 6** you find expressions with different functions. Here are the expressions presented in a table.

Expressions	Functions
<ul style="list-style-type: none"> • Can you help me? • Would you take my English book to school for me, please? • Could you come before 10.30? 	Asking for goods/ services
<ul style="list-style-type: none"> • Sure. • Okay. • All right. 	Giving goods/ services
<ul style="list-style-type: none"> • No, thank you. 	Refusing goods and services

Here are some other examples.

Expressions	Functions
<ul style="list-style-type: none"> • Could you do me a favour? • Would you bring me my book, please? 	Asking for goods/ services
<ul style="list-style-type: none"> • Yes. What do you want me to do? • Yes, sure. 	Giving goods/ services
<ul style="list-style-type: none"> • No, thanks. • Ni, I can do it myself. 	Refusing goods and services

Task 8. Study the explanation below.

In the dialogue in Task 6 you find the word “book”. How do you pronounce it?

Book (n) [bʊk] : buku

The vowel letter ‘o’ is pronounced / ʊ / when spelt -oo-.

Here are some other examples.

wood (n) [wʊd] : kayu

good (adj.) [gʊd] : baik / bagus

look (v) [lʊk] : lihat / melihat

took (v2) [tʊk] : ambil / mengambil

foot (n) [fʊt] : kaki

Task 9. In pairs, have a dialogue with your classmate. Ask him/her to do something for you. Look at the example. Arrange the available sentences into a good short dialogue.

- 1) Ask your classmate to help you do the painting.

Wayan Legawa : Adi, could you help me do this painting?

Adi : Yes, of course.

- 2) Ask your classmate to lend you his/her Biology book.

- 3) Ask your classmate to lend you his/her camera.

- 4) Ask your classmate to accompany you to the internet café.

- 5) Ask your classmate to help you clean the classroom.

- 6) Ask your classmate to help you do your homework.

Homework

Task 16. Complete the following dialogue with the suitable expressions in the box.

Yes, of course	Would you help me take
that book	
Can you help me	No, thank you
Sure	Would you lend me this
book	

Situation:

Elizabeth is doing her homework with Fredy at Fredy's house.

Elizabeth : Fred, 1) . . . ?

Fredy : 2) What can I do for you?

- Elizabeth : 3) . . . ? I cannot reach it.
- Fredy : Which one do you mean?
- Elizabeth : It is the one with blue cover.
- Fredy : Here you are.
- Elizabeth : Thank you. 4) . . . ?
- Fredy : 5) Do you want to borrow another book?
- Elizabeth : 6)

Evaluation

Task 21. In pairs, have a dialogue with your classmate to ask for, give and refuse goods and services according to the following situations.

1. You need sports shoes to join a football match. Ask your classmate to lend you his sports shoes.
2. You cannot do your English homework. Ask your classmate to help you do your homework.
3. You need more jasmine to finish your bouquet. Ask your classmate to give you some.

Reflection

How much do you learn from the material above? Click in the right box according to how much you have learnt.

Aspects	Very much	Much	Little
Asking for services and goods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Giving services and goods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Refusing goods and services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Unit 2

Task 5. Study and pronounce the following words. Then study and practice the conversation and answer the questions.

1. Congratulations (n) [k n grætj le nz] : selamat
2. Charming (adj.) [t rm ŋ] : mempesona / menawan
3. Gown (n) [ga n] : gaun
4. Gorgeous (adj.) [g rd s] : menawan / sangat indah
5. Cute (adj.) [kyut] : lucu / manis
6. Suit (n)(v) [sut] : setelan (kb) / cocok sesuai (kk)
7. Competition (n) [k mp t n] : kompetisi
8. Captain (n) [kæpt n] : kapten

Situation:

Elizabeth is celebrating her birthday with her classmates in her house.

- Putri : Congratulations on your 13th birthday.
- Elizabeth : Thank you.
- Angelina : You look charming in that white gown.
- Elizabeth : Thank you for saying so. You look so sweet with that yellow hat.
- Angelina : Thanks. Look, Fredy is coming! What a gorgeous boy!
- Putri : He looks cute with his new hair cut.
- Elizabeth : Yes, you're right.
- Fredy : Hi, Elizabeth. Congratulations on your birthday.
- Elizabeth : Thank you. By the way, congratulations on winning the basketball competition. You're the best captain we have.

Fredy : Oh, not really.

Elizabeth : Anyway, let's start the party.

Questions

1. What does Putri say to congratulate Elizabeth on her 13th birthday?
2. What does Elizabeth say to respond Putri's congratulations?
3. How does Angelina compliment Elizabeth's gown?
4. What does Angelina say about Fredy?
5. What does Elizabeth say to congratulate Fredy?

Task 6. Study the conversation in Task 5 once again. Then, pay attention to the following explanation.

In the conversation in **Task 5** you find expression with different functions. Here are the expressions presented in a table.

Expressions	Functions
<ul style="list-style-type: none"> • Congratulations on your 13th birthday. • Congratulations on your birthday. • Congratulations on winning the basketball competition. 	Congratulating someone
<ul style="list-style-type: none"> • You look charming in that white gown. • You look so sweet with that yellow hat. • What a gorgeous boy! • He looks so cute with his new hair cut. • You're the best captain we have. 	Complimenting someone
<ul style="list-style-type: none"> • Thank you. 	Responding to congratulations

<ul style="list-style-type: none"> • Thanks for saying so. • Thanks. • Oh, not really. 	and compliments
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Here are some other expressions.

Expressions	Functions
<ul style="list-style-type: none"> • Congratulations! • Congratulations on . . . • Well done. 	Congratulating someone
<ul style="list-style-type: none"> • What a . . .! • That's a very nice dress. • You look so sweet. 	Complimenting someone
<ul style="list-style-type: none"> • It's nice of you to say so. 	Responding to congratulations and compliments

Task 7. Study the rule below.

In the conversation in **Task 5**, you find the following sentences:

- You **look** charming in that white gown.
- He **looks** so cute with his new hair cut.

Those sentences use the **Present Simple** tenses. We use the present simple tense to talk about things in general. We are not thinking only about the present. We use it to say that something is true in general. Here is the pattern:

I/we/you/they

look

He/she/it

looks

Here are some other examples:

- I study in the Junior High School. My sister studies in the Senior High School.
- Sherina sings very well

Task 8. Work in pairs. Complete the following short dialogues with the suitable answer that are available, and then practise with your partner. Look at the examples.

1. Elizabeth : That's a very nice pair of shoes.

Ida : Thanks for saying so.

2. Putri : Congratulations on winning the Math competition.

Fredy : Thank you.

3. Elizabeth :

Asep : Thank you very much.

4. Putri :

Adi : Thank you.

5. Laila : You look gorgeous in that green jacket.

Sanusi :

6. Putri :

Ida : Thank you.

7. Laila :

Ketut Tantri : Thanks.

8. Ketut Tantri : Look at this, Dad. I got A+ for my English.

Dad :

9. Putri :

Elizabeth : Thank you.

Homework

Task 17. Complete the following conversation with the suitable expressions in the box.

You also look nice in that vest
Wow, you look so cute in that yellow skirt
Bye
Thank you for saying so
congratulations

Situation:

Ida won two free tickets to see Gita Gutawa's live performance in her town. She asked Laila to accompany her. Now, Ida is in Laila's house to pick her up.

Ida : Laila, are you ready?

Laila : Yes. 1)

Ida : Thank you. Actually, this is my sister's skirt. Anyway, 2)

Laila : 3)

Laila's sister : Where are you going? A birthday party?

Laila : No, actually we are going to see Gita Gutawa's performance. Ida won two free tickets and she gave one to me.

Laila's sister : 4) . . . !

Ida : Thank you. By the way, we have to leave now.

Laila's sister : Okay. Have fun!

Laila & Ida : Bye!

Laila's sister : 5) . . .!

Evaluation

Task 20. Work in pairs and have a dialogue with your classmate according to the following situation.

1. Congratulate him/her on getting the leading role in the school drama.
2. Compliment his/her new look.

Reflection

Aspects	Very much	Much	Little
Congratulating someone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Complimenting someone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responding to congratulations and compliments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Unit 3

Task 7. Study and practice the dialogues below. Then, pay attention to the explanation.

- 1) Andi : This is fantastic sight. Do you agree with me?
 Asep : I do. It's wonderful.
- 2) Ketut Tantri : I think all animals in the zoo should be locked up in cages.
 Sanusi : I don't think so. I think cages are only for wild animals.

In the dialogues you find expressions with different functions. Here they are.

Expressions	Functions
• I do.	Agreeing
• I don't think so.	disagreeing

Here are some other expressions you may use.

Expressions	Functions
<ul style="list-style-type: none"> • Yes, I agree. • I do. • That's a good idea. 	Agreeing
<ul style="list-style-type: none"> • I don't agree. • I disagree. • That's not a good idea. 	Disagreeing

Task 8. Express whether you agree or disagree with these statements. Look at the example. Work in pairs.

1) Public buses should operate 24 hours a day.

Wayan Legawa : I think public buses should operate 24 hours a day.

Ketut Tantri : I don't think so.

2) The visitors should not feed the animals in the zoo.

3) There should be more dustbins in public places.

4) Smoking in public places is not polite.

5) People should not bring their pets to supermarkets.

6) People throw a chewed bubble gum on the sidewalk should be sent to jail.

Task 9. Study and practice the following conversation. Then, answer the questions.

Situation:

Adi and his classmates are talking about their plans for holiday.

Adi : Have you got any plan for our holiday?

Sanusi : I have no idea. What about you, Fredy?

Fredy : I want to feel the fresh air.

Adi : I have an idea. My uncle lives in Bogor. Shall we spend our holiday there?

Sanusi : I'd love to.

Fredy : That would be great. What about you, Laila?

Laila : I'd love to, but my family and I are going to visit our grandparents in Banjarmasin.

Adi : That's okay.

Questions

1. How does Adi invite his classmates to go to Bogor?
2. What is Sanusi's answer to Adi's invitation?
3. How does Fredy respond to Adi's invitation?
4. What does Laila say to refuse Adi's invitation?

Task 10. Study the conversation in Task 9 once again. Pay attention to the following explanation.

In the conversation in **Task 9** you find the expressions with different functions. Here are the expressions presented in a table.

Expressions	Functions
<ul style="list-style-type: none"> • Shall we spend our holiday there? 	Inviting someone
<ul style="list-style-type: none"> • I'd love to. • That would be great. 	Accepting an invitation
<ul style="list-style-type: none"> • I'd love to, but . . . 	Declining an invitation

Here are some other examples you may use.

Expressions	Functions
<ul style="list-style-type: none"> • Would you like you to come to . . . ? • Could you come to . . . ? • Come and . . . 	Inviting someone
<ul style="list-style-type: none"> • I would. Thank you very much. 	Accepting an invitation
<ul style="list-style-type: none"> • Thank you very much for inviting me, 	Declining an invitation

but . . . • I'm sorry, I can't.	
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Task 11. Study the explanation below.

In the conversation in Task 9 you find the word “great”. How do you pronounce it?

Great (adj.) [greɪt] : hebat / agung / maha

The letter ‘g’ is pronounced / g/ when followed by -r-. Here are some other examples.

Agree (v) [ɡri] : setuju

Grade (n) [ɡreɪd] : kelas / nilai

Grape (n) [ɡreɪp] : buah anggur

Green (adj.) (n) [ɡriːn] : hijau / muda (adj.), warna hijau (n)

Ground (n) [ɡraʊnd] : tanah / alas / permukaan bumi

Task 12. Work in pairs and have a dialogue with your classmate based on the following clues. Look at the example.

1. Invite/ Borobudur temple/ accept

Angelina : Shall we go to Borobudur temple tomorrow?

Putri : That would be great.

2. Invite/ Kuta Beach/ refuse

3. Invite/ cinema/ accept

4. Invite/ birthday party/ accept

5. Invite/ firework/ refuse

Homework

Task 20. Complete the following dialogue with the suitable expressions in the box.

I think it's not a good idea.
 That would be great.
 That's a good idea.
 Shall we study together at my house

Situation:

Adi and his classmate plan to study together.

Adi : How about going to the beach this afternoon?

Asep : 1) What do you think, Sanusi?

Sanusi : 2) Tomorrow we will have a Math exam.

Asep : Oh my God! How could I forget about that?

Adi : Okay, I think we should study hard.

Sanusi : 3) . . . ? My brother can help us.

Adi : 4)

Evaluation

Task 24. Work in pairs. Have a dialogue with a classmate. Express your agreement and disagreement with your school regulations.

Reflection

How much do you learn from this unit? Put a tick in the right box according to how much you have learnt.

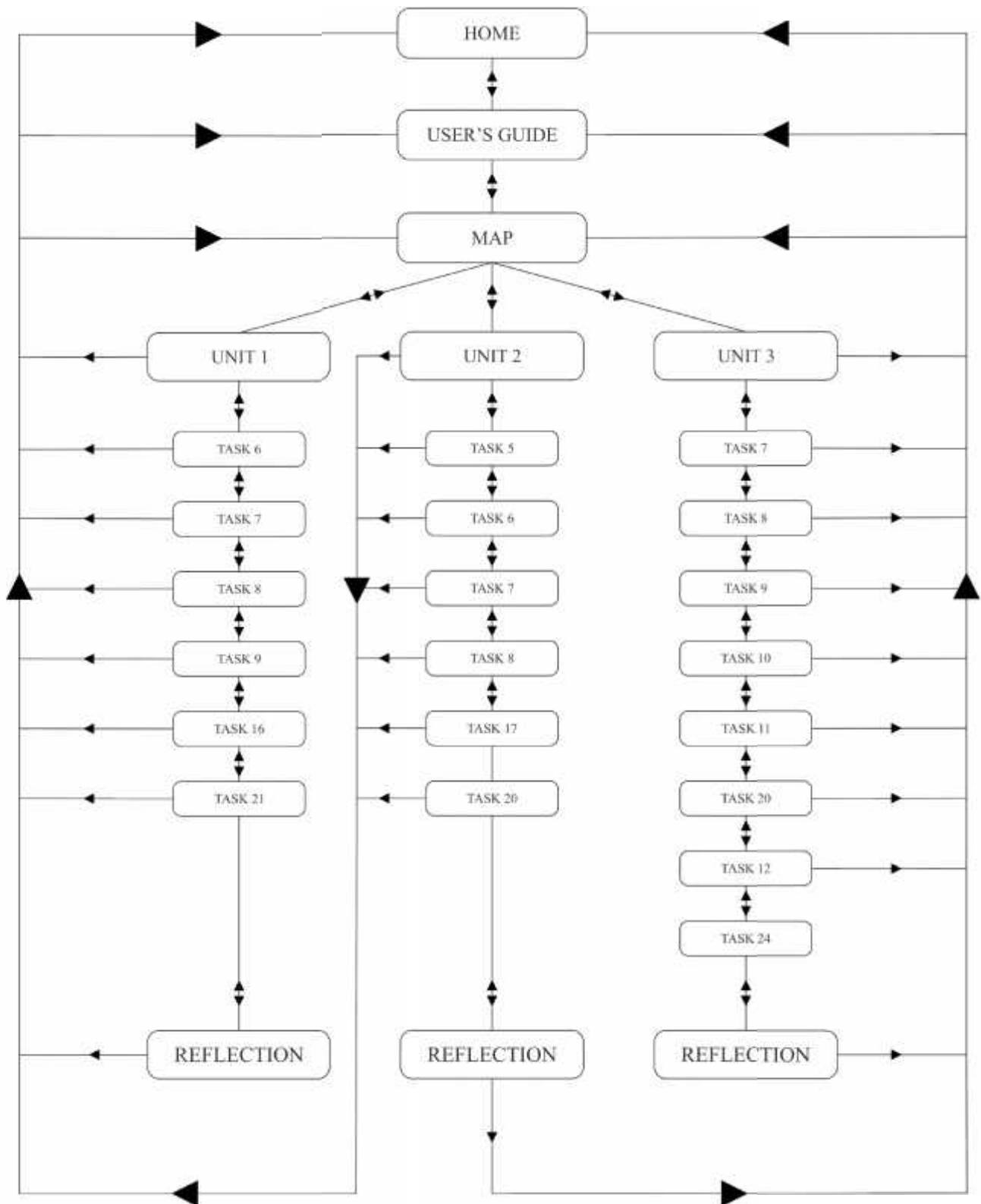
Aspects	Very much	Much	Little
Expressing agreements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Expressing disagreements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inviting someone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accepting invitations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Declining invitations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX

C

FLOWCHART



APPENDIX D

THE FIRST DRAFT OF THE INTERACTIVE MULTIMEDIA

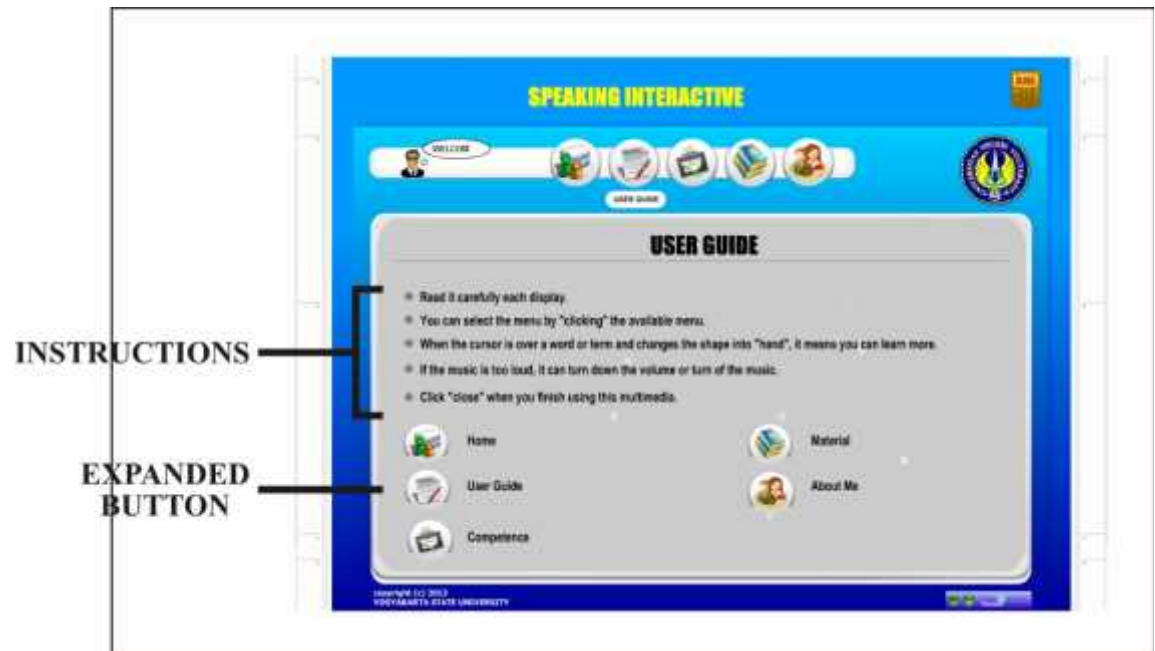
1. Welcome Screen



2. Home



3. User's Guide



4. Competences

a. Basic Competences

The image displays three sequential slides from a presentation, each titled 'COMPETENCES' and featuring a blue header with navigation icons. The slides focus on 'Basic Competencies' for various speaking interactive scenarios.

Slide 1: Describing Things and Animals

Basic Competencies

1. Describing Things and Animals

Understanding and responding transactional conversation (to get things done) and simple interpersonal (socialize) with correct spoken form accurately, fluently, and acceptable using expression of: inviting, accepting and refusing invitations, agreement/disagreement, complimenting, congratulating.

Slide 2: My Business Idea

Basic Competencies

2. My Business Idea

Understanding and responding transactional conversation (to get things done) and simple interpersonal (socialize) with correct spoken form accurately, fluently, and acceptable using expression of: inviting, accepting and refusing invitations, agreement/disagreement, complimenting, congratulating.

Slide 3: Workful Places

Basic Competencies

3. Workful Places

Understanding and responding transactional conversation (to get things done) and simple interpersonal (socialize) with correct spoken form accurately, fluently, and acceptable using expression of: inviting, accepting and refusing invitations, agreement/disagreement, complimenting, congratulating.

b. Indicators

The image displays three screenshots of an interactive multimedia interface, likely a software application for English learning. Each screenshot features a blue header with the title "SPEAKING INTERACTIVE MULTIMEDIA" and a navigation bar with icons for various topics. The main content area is titled "COMPETENCES" and lists indicators for a specific topic.

Top Screenshot: Competences

Indicators

1. Describing Things and Animals

- Students are able to answer the question based on conversation using expression of asking for, giving and refusing goods and services.
- Students are able to use expressions of good and services.
- Students are able to use expressions of giving and refusing goods and services.
- Students are able to make a short conversation using expression of asking for, giving and refusing goods and services.

Bottom Screenshot: Competences

Indicators

2. My Surroundings

- Students are able to answer the question based on conversation using expression of congratulating and complimenting to it.
- Students are able to use expressions of congratulating and responding to congratulations.
- Students are able to use expressions of complimenting and responding to compliments.
- Students are able to make a short conversation using expression of congratulating and complimenting and responding to it.

5. Material

a. Unit 1 (Describing Things and Animals)

1. Language Function and Language Focus

SPEAKING INTERACTIVE MULTIMEDIA

DESCRIBING THINGS AND ANIMALS

LANGUAGE FUNCTION
 Acting for giving and refusing goods and services.

- Can you help me?
- Would you take my English Book to school for me, please?
- Could you come to school to see me?
- Yes. What do you want me to do?
- Yes, sure.
- No, I can't. I'm busy.
- OK.

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SPEAKING INTERACTIVE MULTIMEDIA

DESCRIBING THINGS AND ANIMALS

LANGUAGE FOCUS
 Give vocabulary: Wood, good, look, foot.

INPUT TEXT
 Short dialogues
 Recording of short conversation
 Pictures.

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2. Task 6

The image shows two screenshots of a multimedia interactive speaking exercise. The interface has a blue header with the title "SPEAKING INTERACTIVE MULTIMEDIA" and a navigation bar with icons for different topics. The main content area is titled "DESCRIBING THINGS AND ANIMALS" and contains the following text:

Task 6.
Study and practice the following phone conversation between Laila and her brother. Then answer the questions.
Situation:
Laila is at school. She left her English book at home. She calls her brother and asks him to take it.

The first screenshot shows a play button in the center of two speech bubbles, with the text "PLAY BUTTON" below it. The second screenshot shows the same interface, but the speech bubbles now contain the following dialogue:

Brother: Hi, it's me, Laila. Can you help me?

At the bottom of each screenshot, there is a copyright notice: "Copyright © 2010 YAMAMOTO STATE UNIVERSITY".



3. Task 7

SPEAKING INTERACTIVE **MULTIMEDIA**

DESCRIBING THINGS AND ANIMALS

Task 7.
Study the dialogue in Task 6 once again. Then pay attention to the following explanation:
In the dialogue in Task 6 you find expressions with different functions. Here are the expressions presented in a table.

Expressions	Icons	Functions
<ul style="list-style-type: none"> • Can you help me? • Would you take my English book to school for me, please? • Could you come before 10.30? 	 	Asking for goods/ services
<ul style="list-style-type: none"> • Sure • Okay • All right! 	 	Giving goods/ services
<ul style="list-style-type: none"> • No, thank you 		Refusing goods and services

GO BACK **NEXT**

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SPEAKING INTERACTIVE MULTIMEDIA

DESCRIBING THINGS AND ANIMALS

Here are some other examples:

Expressions	Functions
<ul style="list-style-type: none"> • Could you do me a favour? • Would you bring me my book, please? 	Asking for goods/ services
<ul style="list-style-type: none"> • Yes, What do you want me to do? • Yes, sure. 	Giving goods/ services
<ul style="list-style-type: none"> • No, thanks. • No, I can do it myself! 	Refusing goods and services

GO BACK **NEXT**

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4. Task 8

SPEAKING INTERACTIVE MULTIMEDIA

DESCRIBING THINGS AND ANIMALS

Task 8.
 Study the explanation below
 In the dialogue in Task 5 you find the word "look". How do you pronounce it?
 look(r) [lʊk] : ruku

The vowel letter 'o' is pronounced /ʊ/ when spelled 'oo'.

Here are some other examples:

- wood [wʊd] : kayu
- good [gʊd] : baik, bagus
- look(s) [lʊk] : lihat, melihat
- took [tʊk] : ambil / mengambil
- foot(r) [fʊt] : kaki

BACK **NEXT**

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5. Task 9

The interface is titled "SPENDING INTERACTIVE MULTIMEDIA" at the top. Below the title is a navigation bar with icons for different activities. The main content area is titled "DESCRIBING THINGS AND ANIMALS".

Screenshot 1: Shows the initial screen with a text box containing the following text:

Task 9.
In pairs, have a dialogue with your classmates. Ask the other to do something for you. Look at the examples.
Arrange the suitable sentences into a great short dialogue.
Q Ask your classmate to help you do something.
Thank you very much. (It's great you help me with my homework!)

Screenshot 2: Shows the same screen with a list of questions and a text box for the answer.

Q Ask your classmate to help you do something.
A _____
Q Ask your classmate to help you do something.
A _____
Q Ask your classmate to help you do something.
A _____
Q Ask your classmate to help you do something.
A _____
Q Ask your classmate to help you do something.
A _____

Screenshot 3: Shows the same screen with a list of choices and a text box for the answer.

CHOICES

A I'm trying to learn my English book.
B Could you help me? I need a camera for my trip tomorrow.
C Sure, I'll help you.
D Oh, I'll help you.
E Sure, I'll help you.
F Oh, I'll help you.
G Sure, I'll help you.
H Oh, I'll help you.
I Sure, I'll help you.
J Oh, I'll help you.

Screenshot 4: Shows the same screen with a list of questions and a text box for the answer.

Q Ask your classmate to help you do something.
A _____
Q Ask your classmate to help you do something.
A _____
Q Ask your classmate to help you do something.
A _____
Q Ask your classmate to help you do something.
A _____
Q Ask your classmate to help you do something.
A _____

6. Task 16

SPEAKING INTERACTIVE
MULTIMEDIA

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DESCRIBING THINGS AND ANIMALS

Task 16.
Complete the following dialogue with the suitable expressions in the box.

Student	Fred, is _____?	Do all people _____?
Emily	It's _____, What can I do for you?	Can you _____?
Student	It's _____, I cannot reach it.	Can you _____?
Fred	Which one do you mean?	Should you take my cat that book?
Student	It is the one with blue covers.	Do I think you _____?
Fred	Here you are.	Should you come on the book?
Student	Thank you, it's _____?	OKAY
Fred	It's _____, Do you want to borrow another book?	
Student	It's _____.	NEXT

END
NEXT

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SPEAKING INTERACTIVE
MULTIMEDIA

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MY GORGEOUS IDOL

Task 17.
Complete the following dialogue with the suitable expressions in the box.

Mr	Lucy, are you ready?	Do you like to _____?
Lucy	Yes, _____.	Can you _____?
Mr	Thank you. Actually, this is my sister's dress. Anyway, _____.	Should you take my cat that book?
Lucy	_____.	Do I think you _____?
Mr's sister	Where are you going? A birthday party?	Should you come on the book?
Lucy	Yes, actually we are going to see Mr. Galloway's performance. We won two free tickets and she gave one to me.	OKAY
Mr's sister	_____.	
Mr	Thank you. By the way, we have to leave now.	NEXT
Mr's sister	Okay, please find _____.	
Lucy & Mr	Bye! _____.	
Mr's sister	Bye! _____.	

END
NEXT

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7. Task 21

The image shows a presentation slide with a blue background. At the top, there is a navigation bar with a 'WELCOME' button and several circular icons representing different topics. The main title 'DESCRIBING THINGS AND ANIMALS' is centered in a grey box. Below the title, the text 'Evaluation' is followed by 'Task 21. In pairs, have a dialogue with your classmate to ask for, give and refuse goods and services according to the following situations.' Three numbered scenarios are listed: 1. 'You need sports shoes to join a football match. Ask your classmate to lend you his sports shoes.', 2. 'You cannot do your English homework. Ask your classmate to help you do your homework.', and 3. 'You need more jasmine to finish your soapbar. Ask your classmate to give you some.' At the bottom of the slide, there are two buttons labeled 'BACK' and 'NEXT'.

DESCRIBING THINGS AND ANIMALS

Evaluation

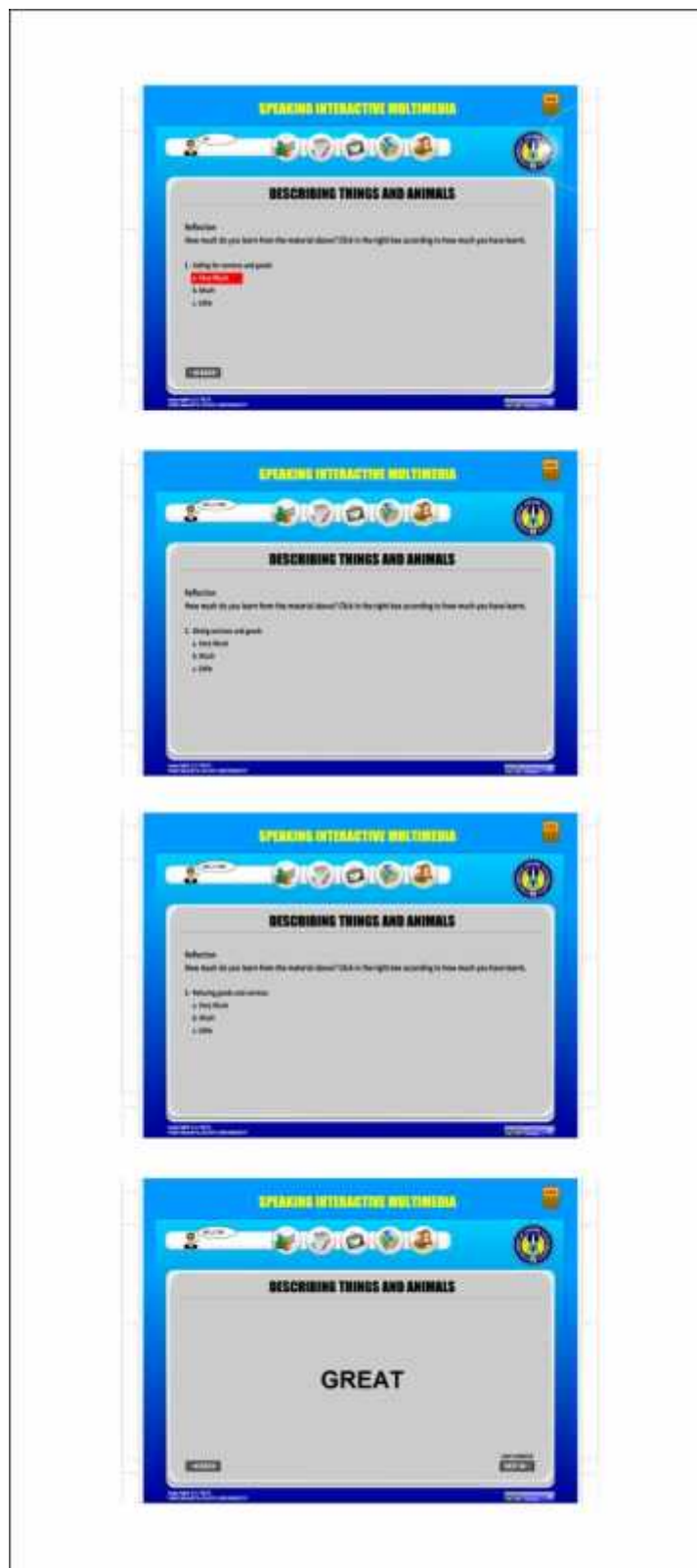
Task 21. In pairs, have a dialogue with your classmate to ask for, give and refuse goods and services according to the following situations.

1. You need sports shoes to join a football match. Ask your classmate to lend you his sports shoes.
2. You cannot do your English homework. Ask your classmate to help you do your homework.
3. You need more jasmine to finish your soapbar. Ask your classmate to give you some.

BACK NEXT

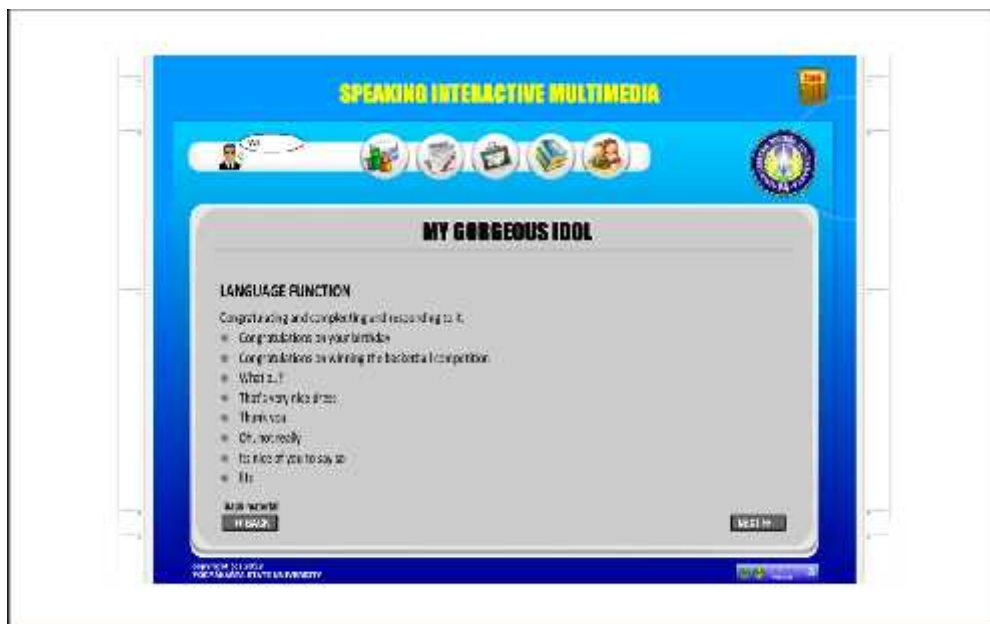
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YOUNGVOICER SERIES: IMMERSIBILITY

8. Reflection



b. Unit 2 (My Gorgeous Idol)

1. Language Function and Language Focus



2. Task 5

SPEAKING INTERACTIVE MULTIMEDIA

MY GORGEOUS IDOL

Task 5:
Study and pronounce the following words. Then study and practice the conversation and answer the questions.

1. Congratulations (kɒŋgrə'tʃʊleɪʃən) - searmer
2. Charming (tʃɑːmɪŋ) - merspenner / mersawn
3. Sweet (swi:t) - gain
4. Gorgeous (gɔːrʒəs) - merawen / searmer / searmer
5. Cute (ku:t) - (pɜːt) / searmer
6. Butch (bʊtʃ) - searmer / searmer
7. Competition (kɒmpɪ'tɪʃən) - searmer
8. Opposite (ə'pəʊzɪt) - searmer

GO BACK **NEXT**

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SPEAKING INTERACTIVE MULTIMEDIA

MY GORGEOUS IDOL

Situation: Elizabeth is celebrating her birthday with her classmates in her house.

Paul: Congratulations on your 13th birthday! 🎉

Elizabeth: Thank you. 🎉

Angeline: You look charming in that white gown. 🎉

Elizabeth: Thank you for saying so. You like to sweet with that white hat. 🎉

Angeline: Thanks. I love it so much. What a gorgeous hat! 🎉

Paul: She looks cute with that new hat on. 🎉

Elizabeth: Yes, you're right. 🎉

Fredy: Hi Elizabeth! Congratulations on your birthday. 🎉

Elizabeth: Thank you. By the way, congratulations on winning the basketball competition. You're the best outside we have. 🎉

Fredy: Oh, not really. 🎉

Elizabeth: Anyway, let's start the party. 🎉

GO BACK **NEXT**

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3. Task 6

SPKING INTERACTIVE MULTIMEDIA

MY GORGEOUS IDOL

Task 6:
Study the expressions in Task 5 once again. Then, pay attention to the following explanations:
In the same column in Task 5 you find expressions with the same function. Here are the expressions in detail:

Expressions	Form	Function
<ul style="list-style-type: none"> • Congratulations on your birthday • Congratulations on your birthday • Congratulations on winning the basketball tournament • You look amazing in that white gown • You look fantastic with that hairstyle 	<ul style="list-style-type: none"> 1 2 3 4 5 	congratulating someone
<ul style="list-style-type: none"> • What a great job! • He looks absolutely handsome! • You are absolutely beautiful! 	<ul style="list-style-type: none"> 6 7 8 	complimenting someone

Task 6:
Study the expressions in Task 5 once again. Then, pay attention to the following explanations:
In the same column in Task 5 you find expressions with the same function. Here are the expressions in detail:

Expressions	Form	Function
<ul style="list-style-type: none"> • Her name is • Her name is • Her name is • Her name is 	<ul style="list-style-type: none"> 1 2 3 4 	Presenting and presenting and

Task 6:
Study the expressions in Task 5 once again. Then, pay attention to the following explanations:
In the same column in Task 5 you find expressions with the same function. Here are the expressions in detail:

Expressions	Form	Function
<ul style="list-style-type: none"> • Congratulations • Congratulations • Well done 	<ul style="list-style-type: none"> 1 2 3 	Congratulating someone
<ul style="list-style-type: none"> • What a job! • He looks absolutely handsome • You are absolutely beautiful 	<ul style="list-style-type: none"> 4 5 6 	Complimenting someone
<ul style="list-style-type: none"> • Her name is • Her name is • Her name is 	<ul style="list-style-type: none"> 7 8 9 	Presenting and presenting and

4. Task 7

SPEAKING INTERACTIVE MULTIMEDIA

MY GORGEOUS IDOL

Task 7. Study the rule below

In the conversation in Task 5, you find the following sentences:

- + You look charming in that white gown.
- + He looks so cute with his new hair cut.

Those sentences use the Present Simple tense. We use the present simple tense to talk about things in general. We are not thinking only about the present. We use it to say that something is true in general. Here is the pattern:

I/you/we/they	look
He/she/it	looks

Here are some other examples:

- + I study in the Junior High School. My sister studies in the Senior High School.
- + She sings very well.

BACK **NEXT**

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5. Task 8



6. Task 17

SPEAKING INTERACTIVE MULTIMEDIA

MY GORGEOUS IDOL

Task 27:
Complete the following conversation with the suitable expressions in the box.

Situation:
Ali went last week to see Olu Gbade's live performance in her town. She asked Laila to accompany her. Now, Ali is Laila's friend and she is at home.

Ali: Laila, are you ready?
Laila: Yes, I am.
Ali: Thank you. Actually, this is my sister's aunt, Ananya.
Laila: Where are you going? A birthday party?
Ali: No, actually we are going to see Olu Gbade's performance. She won two free tickets and she gave one to me.
Laila's sister: Thank you. Be the best, and have fun.
Ali's sister: I hope I can.
Laila's sister: Bye!

Ali: Laila, are you ready?
Laila: Yes, I am.
Ali: Thank you. Actually, this is my sister's aunt, Ananya.
Laila: Where are you going? A birthday party?
Ali: No, actually we are going to see Olu Gbade's performance. She won two free tickets and she gave one to me.
Laila's sister: Thank you. Be the best, and have fun.
Ali's sister: I hope I can.
Laila's sister: Bye!

CHECK AGAIN YOUR ANSWERS!

Ali: Laila, are you ready?
Laila: Yes, I am.
Ali: Thank you. Actually, this is my sister's aunt, Ananya.
Laila: Where are you going? A birthday party?
Ali: No, actually we are going to see Olu Gbade's performance. She won two free tickets and she gave one to me.
Laila's sister: Thank you. Be the best, and have fun.
Ali's sister: I hope I can.
Laila's sister: Bye!

7. Task 20

The image shows a presentation slide with a blue background. At the top left, the word "SPEAKING" is written in green. Below it, there is a "WORKSHOP" header with a small icon of a person. To the right of the header are five circular icons representing different activities: a person, a book, a pencil, a folder, and a person. Further right is a circular logo with a bird and the text "YOUTHWARRIORS".

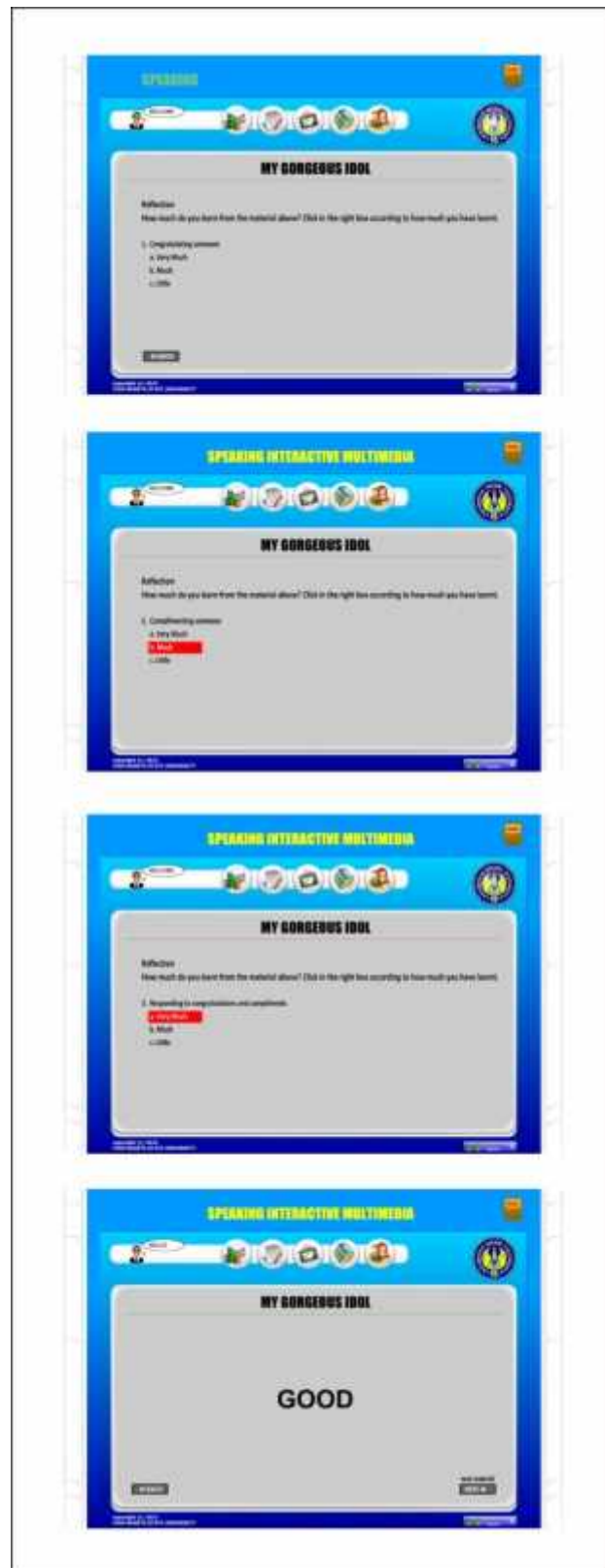
MY GORGEOUS IDOL

Evaluation
Task 20. Work in pairs and have a dialogue with your classmate according to the following situation.

1. Congratulate him/her on getting the leading role in the school drama.
2. Compliment his/her new look.

At the bottom of the slide, there are two buttons: "BACK" and "NEXT".

8. Reflection



c. Unit 3 (Wonderful Places)

1. Language Function and Language Focus



The first screenshot shows the 'LANGUAGE FUNCTION' section with the following text:

LANGUAGE FUNCTION
Agreeing and disagreeing something:

- Yes, I agree.
- That's a good idea.
- I don't think so.
- I disagree.
- No.

The second screenshot shows the 'LANGUAGE FUNCTION' section with the following text:

LANGUAGE FUNCTION
Inviting someone, suggesting, and describing a location:

- Would you like to visit there?
- Would you like to come with me?
- Come on!
- That would be great.
- I would like to visit there.
- There is no room for visiting there.
- I'd like to go.
- No.



The screenshot shows the 'LANGUAGE FOCUS' section with the following text:

LANGUAGE FOCUS
• Use the words: agree, disagree, yes, green, ground.

INPUT TEXT

- Start dialogue.
- Read the input text.
- Practice.

2. Task 7

SPEAKING INTERACTIVE MULTIMEDIA

WELCOME

WONDERFUL PLACES

Task 7:
Study and practice the dialogues below, then pay attention to the explanation.

1) Andi : This is fantastic right. Do you agree with me?
Anji : I do. It's wonderful.

2) Ratu Tintin : I think all animals in the zoo should be locked up in cages.
Samsul : don't think so. I think cages are only for wild animals.

IN PAGE **NEXT**

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SPEAKING INTERACTIVE MULTIMEDIA

WELCOME

WONDERFUL PLACES

In the dialogues you find expressions with different functions. Here they are:

Expressions	Functions
• I do	Agreeing
• I don't think so	Disagreeing

We have some other expressions that may aid:

Expressions	Functions
• Yes, I agree. • I do • That's good idea	Agreeing
• I don't agree • I disagree • That's not a good idea.	Disagreeing

IN PAGE **NEXT**

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3. Task 8

SPEAKING INTERACTIVE MULTIMEDIA

WONDERFUL PLACES

Task 8.
Express whether you agree or disagree with these statements. Look at the example. Work in pairs.

1) Public buses should operate 24 hours a day.

Wayan Legawa : I think public buses should operate 24 hours a day.
Ketur Tanti : I don't think so.

Task 8.
Express whether you agree or disagree with these statements. Look at the example. Work in pairs.

2) The visitors should not feed the animals in the zoo.
3) There should be more dustbins in public places.
4) Smoking in public places is not polite.
5) People should not bring their pets to supermarkets.
6) People throw a chewed bubble gum on the sidewalk should be sent to jail.

4. Task 9

SPEAKING INTERACTIVE MULTIMEDIA

WONDERFUL PLACES

Task 9:
Study and practice the following conversation. Then, answer the questions.

Situation:
Ali and his classmates are talking about their plans for holiday.

Ali : Have you got any plan for our holiday?
 Sam : I have a idea. What about you, Fred?
 Fred : I want to visit the fresh air.
 Ali : I have an idea. My uncle lives in Bogor. Shall we spend our holiday there?
 Sam : I follow you.
 Fred : That would be great. What about you, Ali?
 Ali : I'd love to, but my family and I are going to visit our grandparents in Banjarmasin.
 Ali : That's okay.

QUESTION

1. How does Ali invite his classmates to go to Bogor?
 a) I have an idea.
 b) My uncle lives in Bogor. Shall we spend our holiday there?
 c) That would be great.
 d) I want to visit the fresh air.

ANSWER

SPEAKING INTERACTIVE MULTIMEDIA

WONDERFUL PLACES

Question

1. How does Ali invite his classmates to go to Bogor?
 a) I have an idea.
 b) My uncle lives in Bogor. Shall we spend our holiday there?
 c) That would be great.
 d) I want to visit the fresh air.

ANSWER



5. Task 10

SPEAKING INTERACTIVE MULTIMEDIA

WONDERFUL PLACES

Task 10.
Study the conversation in Task 9 once again. Pay attention to the following explanation.
In the conversation in Task 9 you find the expressions with different functions. Here are the expressions presented in a table.

Expressions	Functions
• Shall we spend our holiday there?	Inviting someone
• I'd love to	Accepting an invitation
• That would be great	Accepting an invitation
• I'd love to, but...	Declining an invitation

WONDERFUL PLACES

Here are some other expressions you may use.

Expressions	Functions
• Would you like you to come to...?	Inviting someone
• Could you come to...?	Inviting someone
• Come and...	Inviting someone
• I would. Thank you very much.	Accepting an invitation
• Thank you very much for inviting me, but...	Declining an invitation
• I'm sorry, I can't.	Declining an invitation

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8. Task 20

SPEAKING INTERACTIVE MULTIMEDIA

WONDERFUL PLACES

Task 20:
Complete the following dialogue with the suitable expressions in the box.

Situations:
Aki and his classmates plan to study together.

Aki: How about going to the beach this afternoon?
Anup: What do you think, Saruul?
Saruul: Tomorrow we will have a Math exam.
Anup: Oh my God! How could I forget about that?
Aki: Ohh, I think we should study hard.
Saruul: My brother can help us.

Options:
That's a good idea.
I think it's not a good idea.
That would be great.
I think it's not a good idea.
That would be great.

Buttons: IN BACK, NEXT IN

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SPEAKING INTERACTIVE MULTIMEDIA

WONDERFUL PLACES

Task 20:
Complete the following dialogue with the suitable expressions in the box.

Situations:
Aki and his classmates plan to study together.

Aki: How about going to the beach this afternoon?
Anup: That's a good idea. What do you think, Saruul?
Saruul: I think it's not a good idea. Tomorrow we will have a Math exam.
Anup: Oh my God! How could I forget about that?
Aki: Ohh, I think we should study hard.
Saruul: That would be great. My brother can help us.

Buttons: IN BACK, NEXT IN

GOOD JOB!

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9. Task 24



10. Reflection





KEEP STUDYING

6. About Me



APPENDIX E

2. Home



3. User's Guide



4. Competences



a. Basic Competence and Indicators Unit 1

The image displays two screenshots of a digital learning interface titled "SPEAKING INTERACTIVE MULTIMEDIA". The interface has a blue header with the title and a navigation bar with icons for a person, a globe, a book, a speech bubble, a magnifying glass, and a person. A circular logo is visible in the top right corner. The main content area is a light gray box with a black border.

COMPETENCES

Basic Competencies

Describing Things and Animals

1.1. Expressing meaning in transactional conversations (to get things done) and simple interpersonal (socialize) with correct spoken form accurately, fluently, and acceptable using expression of asking, giving, refusing offers, asking, giving, refusing things, admitting and denying facts, asking and giving opinions.

At the bottom of the box are two buttons: "BACK" and "NEXT".

COMPETENCES

Indicators

Describing Things and Animals

- Students are able to use modals correctly.
- Students are able to pronounce the words given correctly.
- Students are able to answer the questions based on conversation using expression of asking for, giving and refusing goods and services.
- Students are able to use expression of asking for good and services.
- Students are able to use expression of giving and refusing goods and services.
- Students are able to make a short conversation using expression of asking for, giving and refusing goods and services.

At the bottom of the box are two buttons: "BACK" and "NEXT".

b. Basic Competence and Indicators Unit 2



SPEAKING INTERACTIVE MULTIMEDIA

COMPETENCES

Basic Competencies

My Gorgeous Idol

1.2 Understanding and responding transactional conversations (to get things done) and simple interpersonal (socialize) with correct spoken form accurately, fluently, and acceptable using expression of: inviting, accepting and refusing invitations, agreeing/disagreeing, complimenting, congratulating.

PREVIOUS NEXT

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SPEAKING INTERACTIVE MULTIMEDIA

COMPETENCES

Indicators

My Gorgeous Idol

- Students are able to answer the questions based on conversation using expression of congratulating and complimenting and responding to it.
- Students are able to use expression of congratulating and responding to congratulations.
- Students are able to use expression of complimenting and responding to compliments.
- Students are able to make a short conversation using expression of congratulating and complimenting and responding to it.

PREVIOUS NEXT

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c. Basic Competence and Indicators Unit

The image displays two screenshots of a multimedia interface titled "SPEAKING INTERACTIVE MULTIMEDIA". The interface has a blue header with the title and a navigation bar with icons for a person, a book, a speech bubble, a document, a laptop, and a person. The main content area is titled "COMPETENCES" and "INDICATORS".

COMPETENCES

Basic Competencies

Wonderful Places

1.1. Understanding and responding transactional conversations (to get things done) and simple interpersonal (socialize) with correct spoken form accurately, fluently, and acceptable using expression of: inviting, accepting and refusing invitations, agreeing/disagreeing, complimenting, congratulating.

INDICATORS

Wonderful Places

- Students are able to use modals correctly.
- Students are able to answer the questions based on conversation using expression of agreeing and disagreeing something and inviting someone, accepting, and declining an invitation.
- Students are able to see expression of agreeing and disagreeing something.
- Students are able to see expression of inviting someone, accepting, and declining an invitation.
- Students are able to make a short conversation using expression of agreeing and disagreeing something and inviting someone, accepting, and declining an invitation.

Both screenshots include a "BACK" button at the bottom left and a "NEXT" button at the bottom right. The footer of the interface reads "Copyright © 2013, YOGYAKARTA STATE UNIVERSITY" and "SPEAKING INTERACTIVE MULTIMEDIA".

5. Material



a. Unit 1 (Describing Things and Animals)



1. Language Function and Language Focus

The image displays two screenshots of a software interface titled "SPEAKING INTERACTIVE MULTIMEDIA". The interface is designed for learning English, specifically focusing on "DESCRIBING THINGS AND ANIMALS".

Top Screenshot:

- Header:** SPEAKING INTERACTIVE MULTIMEDIA
- Navigation Bar:** Includes icons for a person, a book, a folder, a document, a speech bubble, and a person.
- Task:** DESCRIBING THINGS AND ANIMALS
- Language Function:**
 - Asking for, giving and refusing goods and services.
 - Can you help me?
 - Would you take my English Book to school for me, please?
 - Could you come before 10.30?
 - Yes. What do you want me to do?
 - Yes, sure.
 - No, I can do it myself.
 - Etc.
- Buttons:** A "NEXT" button is visible at the bottom right.

Bottom Screenshot:

- Header:** SPEAKING INTERACTIVE MULTIMEDIA
- Navigation Bar:** Includes icons for a person, a book, a folder, a document, a speech bubble, and a person.
- Task:** DESCRIBING THINGS AND ANIMALS
- Language Focus:**
 - Key vocabulary: Word, goat, hen, hen, hen.
- Input Text:**
 - Short dialogues
 - Recording of short conversation
 - Pictures
- Buttons:** "IN BROWSE" and "NEXT" buttons are visible at the bottom.

2. Task 6

The screenshot shows a multimedia interface for a speaking task. At the top, it says "SPEAKING INTERACTIVE MULTIMEDIA". Below this is a navigation bar with icons for "COLLOQUE", "DIALOGUE", "INTERVIEW", "DEBATE", "DISCUSSION", and "ROLE PLAY". The main title is "DESCRIBING THINGS AND ANIMALS". Below the title, there is a task description: "Task 6: Comprehension Material and Multiple Choice Questions. Study and practice the following phone conversation between Laila and her mother. Then answer the questions. Show me." The conversation text is: "Laila: I'm at school. She: Well, not today. Look at the news. She calls her teachers and asks them to take it." The interface includes two characters, a man and a woman, with speech bubbles and a play button. At the bottom, it says "INTERVIEW 02 1803 7000" and "FOR A WHOLE NEW LEARNING EXPERIENCE".

The image displays four sequential screenshots of a digital quiz application titled "SPEAKING INTERACTIVE MULTIMEDIA". The interface features a blue header with a navigation bar containing icons for various topics. The main content area is titled "DESCRIBING THINGS AND ANIMALS" and includes a "PAGE" indicator showing "1/10".

First Screenshot: Shows a question: "Question: How does the cat feel for her brother's bag?". The options are: a. He thinks, like, it's not his bag! (highlighted in red), b. All right, it's mine, nothing else!, c. Where did you keep it?, and d. Well, what's there?. A "GO ON" button is at the bottom.

Second Screenshot: Shows the same question and options. A large black box with the word "TRUE" in white text is overlaid on the right side of the question area.

Third Screenshot: Shows the same question and options. A large black box with the word "FALSE" in white text is overlaid on the right side of the question area.

Fourth Screenshot: Shows the same question and options. A large black box with the word "POINT" in white text is overlaid on the right side of the question area, and the number "40" is displayed in large white text below it.

3. Task 7

The first screenshot shows the 'DESCRIBING THINGS AND ANIMALS' task with a table for inputting descriptions. The second screenshot shows the same task with a table for inputting descriptions.

Task 7. Table of Exercise:
Study the dialogues in Task 5 once again. Then pay attention to the following information and describe in Task 6 one that you like most of different animals, the more the more detailed the better.

Questions	Answer	Feedback
1. Do you like cats?	<input type="text"/>	
2. What are their most interesting features for you?	<input type="text"/>	Adding the growth/weight
3. Do you like them for their color?	<input type="text"/>	
4. Yes	<input type="text"/>	Adding good features
5. No	<input type="text"/>	Adding good and bad features

The second screenshot shows the same task with a table for inputting descriptions.

Questions	Answer	Feedback
1. Do you like cats?	<input type="text"/>	
2. What are their most interesting features for you?	<input type="text"/>	Adding the growth/weight
3. Do you like them for their color?	<input type="text"/>	
4. Yes	<input type="text"/>	Adding good features
5. No	<input type="text"/>	Adding good and bad features

4. Task 8

The screenshot shows the 'DESCRIBING THINGS AND ANIMALS' task with a table for inputting descriptions.

Task 8. Table of Exercise:
Study the dialogues in Task 5 once again. Then pay attention to the following information and describe in Task 6 one that you like most of different animals, the more the more detailed the better.

Questions	Answer	Feedback
1. Do you like cats?	<input type="text"/>	
2. What are their most interesting features for you?	<input type="text"/>	Adding the growth/weight
3. Do you like them for their color?	<input type="text"/>	
4. Yes	<input type="text"/>	Adding good features
5. No	<input type="text"/>	Adding good and bad features

5. Task 9

SPAKING INTERACTIVE MULTIMEDIA

DESCRIBING THINGS AND ANIMALS TASK

Task 8 Complete the dialogue
 Imagine, meet a friend and with your classmate, but don't know to do something for you. Look at the example.
 Arrange the available sentences into a good short dialogue.

1 Ask your classmate to help you do something.
 Answer: Yes, I'd be glad to help you.
 OK. Thank you.

ANSWERS

SPAKING INTERACTIVE MULTIMEDIA

DESCRIBING THINGS AND ANIMALS TASK

1 Ask your classmate to help you do something.
 A: _____
 B: _____

2 Ask your classmate to help you do something.
 A: _____
 B: _____

3 Ask your classmate to accompany you to the internet cafe.
 A: _____
 B: _____

4 Ask your classmate to help you clean the classroom.
 A: _____
 B: _____

ANSWERS

SPAKING INTERACTIVE MULTIMEDIA

DESCRIBING THINGS AND ANIMALS TASK

CHOICES

A: Hi Friday, can I borrow your Biology book?
 B: Sure, I'll be glad to.
 C: Sure, I'll be glad to.
 D: Sure, I'll be glad to.
 E: Sure, I'll be glad to.
 F: Sure, I'll be glad to.
 G: Sure, I'll be glad to.
 H: Sure, I'll be glad to.
 I: Sure, I'll be glad to.
 J: Sure, I'll be glad to.

ANSWERS

SPAKING INTERACTIVE MULTIMEDIA

DESCRIBING THINGS AND ANIMALS TASK

1 Ask your classmate to help you do something.
 A: _____
 B: _____

2 Ask your classmate to help you do something.
 A: _____
 B: _____

3 Ask your classmate to accompany you to the internet cafe.
 A: _____
 B: _____

4 Ask your classmate to help you clean the classroom.
 A: _____
 B: _____

ANSWERS

GOOD JOB!

END

6. Task 16

SPEAKING INTERACTIVE MULTIMEDIA

DESCRIBING THINGS AND ANIMALS TASK:

Task 16. Arrange the Sentences
Complete the following dialogue with the suitable expressions in the box.

Elizabeth: Fred, I _____ ?
 Fred: I _____ What can I do for you?
 Elizabeth: I _____ I cannot reach it.
 Fred: Which one do you mean?
 Elizabeth: It is the one with blue cover.
 Fred: Here you are.
 Elizabeth: Thank you. I _____ ?
 Fred: I _____ Do you want to borrow another book?
 Elizabeth: I _____

IN BOX:

Task 16. Arrange the Sentences
Complete the following dialogue with the suitable expressions in the box.

Elizabeth: Fred, I _____ ?
 Fred: I _____ What can I do for you?
 Elizabeth: I _____ I cannot reach it.
 Fred: Which one do you mean?
 Elizabeth: It is the one with blue cover.
 Fred: Here you are.
 Elizabeth: Thank you. I _____ ?
 Fred: I _____ Do you want to borrow another book?
 Elizabeth: I _____

CHECK AGAIN YOUR ANSWERS!

IN BOX:

7. Task 21

The screenshot shows a software interface for a speaking exercise. At the top, a blue banner reads "SPEAKING INTERACTIVE MULTIMEDIA". Below this is a navigation bar with icons for a person, a globe, a book, a document, a folder, and a person. A circular logo on the right features a bird. The main content area is titled "DESCRIBING THINGS AND ANIMALS" and includes a "TASK" dropdown menu set to "Task". The text in the main area reads: "In pairs, have a dialogue with your documents to ask for, give and refuse goods and services according to the following situations."

1. You need some shoes to join a football match. Ask your partner to lend you his sports shoes.
2. You cannot do your English homework. Ask your partner to help you do your homework.
3. You need some paint to finish your project. Ask your partner to give you some.

At the bottom of the main area are two buttons: "GO BACK" and "NEXT". The footer contains the text "Source: IELTS 2008" and "© 2008 IELTS 2008".

8. Reflection



b. Unit 2 (My Gorgeous Idol)



1. Language Function and Language Focus



2. Task 5

The screenshot displays a software window titled "MY GORGEOUS IDOL" with a "TASK: Trial" label. The interface is set against a blue background with a navigation bar at the top containing icons for a person, a book, a document, a folder, and a person. The main content area is titled "Task 5: Pronunciation Lesson" and includes the instruction: "Study and pronounce the following words. Then study and practice the conversation and answer the questions." Below this, a list of eight words is provided, each with its phonetic transcription in parentheses:

1. Congratulations (kɒn'grætʃə'sheɪʃən)
2. Darning (dɑːnɪŋ)
3. Gown (gaʊn)
4. Gorgeous (gɒr'ʒəs)
5. Idol (aɪdəl)
6. Submit (sə'bɪt)
7. Concentration (kən'sent'reɪʃən)
8. Captain (kæp'tən)

At the bottom of the window, there are buttons labeled "PREVIOUS" and "NEXT" and a footer line that reads "PRACTICE 2018" and "PRACTICE 2018".

The image displays four sequential screenshots of a quiz interface titled "MY GORGEOUS IDOL". The interface has a blue header with the text "SPEAKING INTERACTIVE MULTIMEDIA" and a navigation bar with icons. The quiz is presented in a window titled "MY GORGEOUS IDOL" with a "NAME:" field.

Question:
 1. When does Paul say he congratulated Elizabeth on her 18th birthday?
 a. The week following her birthday party
 b. The week with all his new hair cut
 c. Four to the last chapter was false
 d. Congratulations on her 18th birthday

TRUE

Question:
 2. What does Elizabeth say to respond to Paul?
 a. "Thank you."
 b. "Thank you."
 c. "Thanks, I'll read the party."
 d. "Yes, you're right."

FALSE

80

3. Task 6

SPEAKING INTERACTIVE MULTIMEDIA

MY GORGEOUS IDOL Task 6

Task 6. Table of Expressions
 Study the conversation in Task 5 once again. Then, pay attention to the following explanation
 In the conversation in Task 5 you had expressed with different functions. Here are the expressions presented in a table

Expressions	Index	Functions
* Congratulations on your 18th birthday * Congratulations on your birthday * Congratulations on winning the basketball competition	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100 101 102 103 104 105 106 107 108 109 110 111 112 113 114 115 116 117 118 119 120 121 122 123 124 125 126 127 128 129 130 131 132 133 134 135 136 137 138 139 140 141 142 143 144 145 146 147 148 149 150 151 152 153 154 155 156 157 158 159 160 161 162 163 164 165 166 167 168 169 170 171 172 173 174 175 176 177 178 179 180 181 182 183 184 185 186 187 188 189 190 191 192 193 194 195 196 197 198 199 200 201 202 203 204 205 206 207 208 209 210 211 212 213 214 215 216 217 218 219 220 221 222 223 224 225 226 227 228 229 230 231 232 233 234 235 236 237 238 239 240 241 242 243 244 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2196 2197 2198 2199 2	

4. Task 7

SPEAKING INTERACTIVE MULTIMEDIA

MY GORGEOUS IDOL Task 7

Task 7: Grammar lesson. Study the rules below.

In the conversational Task 8, you'll find the following sentences:

- I've been changing in that sense.
- I've been to court with the new law.

These sentences are the Present Perfect tense. Also, in the present perfect tense, the verb is always in the past participle form. For example, I've been to court with the new law. The past participle of 'to go' is 'gone'.

Now, study the rules below:

- I've been to the court with the new law.
- I've been to the court with the new law.

EXERCISE **EXERCISE**

5. Task 8

SPEAKING INTERACTIVE MULTIMEDIA

MY GORGEOUS IDOL Task 8

Task 8: Complete the Dialogue.

Work in pairs. Complete the following short dialogues with the suitable answer that are available, and then practice with your partner. Look at the examples.

Elaine:	That's very nice, you did.
John:	Thank you very much.
Paul:	Congratulations on winning the 2nd competition.
Paddy:	Thank you.

EXERCISE **EXERCISE**



6. Task 17

The screenshots show a multimedia interactive speaking exercise titled "MY GORGEOUS IDOL". The interface includes a navigation bar with icons for different activities and a main content area with a text box for user input. The exercise is divided into three stages: "Task 17. Arrange the sentences", "Task 18. Complete the conversation", and "Task 19. Complete the conversation".

Task 17. Arrange the sentences
 Complete the following conversation with the suitable expressions in the box.
 Situation:
 We went last year tickets to see Gita Sutawid's live performance in her room. She asked us to accompany her. After that, Gita's friends asked us to go with her.

Task 18. Complete the conversation
 Gita: Hello, are you ready?
 Lita: Yes, I am.
 Gita: Thank you. Actually, this is my sister's plan. Anyway, ...
 Lita: ...
 Lita's sister: Where are you going? A birthday party?
 Lita: No, actually we are going to see Gita Sutawid's performance.
 Gita's sister: We went last year tickets and she gave one to me.
 Lita's sister: ...
 Gita: Thank you. By the way, we have to leave now.
 Lita's sister: Okay. Have fun!
 Lita & Gita: Bye!
 Lita's sister: ...

Task 19. Complete the conversation
 Gita: Hello, are you ready?
 Lita: Yes, I am.
 Gita: Thank you. Actually, this is my sister's plan. Anyway, ...
 Lita: ...
 Lita's sister: Where are you going? A birthday party?
 Lita: No, actually we are going to see Gita Sutawid's performance.
 Gita's sister: We went last year tickets and she gave one to me.
 Lita's sister: ...
 Gita: Thank you. By the way, we have to leave now.
 Lita's sister: Okay. Have fun!
 Lita & Gita: Bye!
 Lita's sister: ...

The final screenshot shows the "GOOD JOB!" message, indicating the completion of the exercise.

7. Task 20

The screenshot shows a software interface with a blue background. At the top, it says "SPEAKING INTERACTIVE MULTIMEDIA" in yellow. Below this is a navigation bar with several icons. The main content area is a white box with a grey border, titled "MY GORGEOUS IDOL" in bold. Inside this box, there is a task description in blue text: "Work in pairs and have a dialogue with your classmate according to the following situation...". Below the text are two numbered tasks: "1. Congratulate him/her on getting the leading role in the school drama." and "2. Compliment his/her new look." At the bottom of the white box, there are two buttons labeled "READ" and "LISTEN". The interface also includes a "TASK" dropdown menu showing "Level 1" and a small logo in the top right corner.

SPEAKING INTERACTIVE MULTIMEDIA

MY GORGEOUS IDOL TASK: Level 1

Work in pairs and have a dialogue with your classmate according to the following situation...

1. Congratulate him/her on getting the leading role in the school drama.
2. Compliment his/her new look.

READ LISTEN

8. Reflection



c. Unit 3 (Wonderful Places)



1. Language Function and Language Focus



2. Task 7

SPEAKING INTERACTIVE MULTIMEDIA

PREVIOUS

WONDERFUL PLACES

TASK: Task

Task 7. Conversation Material
Study and practice the dialogues below. Then, pay attention to the explanation.

1) Andi : This is fantastic sight. Do you agree with me?
 Aliq : I do. It's wonderful.

2) Ketut Tianta : I think all animals in the zoo should be locked up in cages.
 Samuel : I don't think so. I think cages are only for wild animals.

← BACK
NEXT →

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SPEAKING INTERACTIVE MULTIMEDIA

PREVIOUS

WONDERFUL PLACES

TASK: Task

In the dialogues you find expressions with different functions. Here they are:

Expressions	Functions
• I do	Agreeing
• I don't think so	Disagreeing

Here are some other expressions you may use:

Expressions	Functions
• Yes, I agree	Agreeing
• I do	
• That's a good idea	Disagreeing
• I don't agree	
• I disagree	
• That's not a good idea	

← BACK
NEXT →

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3. Task 8

SPEAKING INTERACTIVE MULTIMEDIA

WONDERFUL PLACES TASK: Task

Task 8. Making Dialogues
Express whether you agree or disagree with these statements. Look at the example. Work in pairs.

(2) Public buses should operate 24 hours a day.

Wayan Legrow : I think public buses should operate 24 hours a day.
Renzil Tanti : I don't think so.

IN BACK **NEXT**

SPEAKING INTERACTIVE MULTIMEDIA

WONDERFUL PLACES TASK: Task

Task 8. Making Dialogues
Express whether you agree or disagree with these statements. Look at the example. Work in pairs.

(2) The visitors should not feed the animals in the zoo.
(3) There should be more dustbins in public places.
(4) Smoking in public places is not polite.
(5) People should not bring their pets to supermarkets.
(6) People throw a chewed bubble gum on the sidewalk should be sent to jail.

IN BACK **NEXT**

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4. Task 9

SPEAKING INTERACTIVE MULTIMEDIA

WONDERFUL PLACES TASK: Listen

Task 9: Conversation Material and Multiple Choice Questions
 Study and practice the following conversation. Then, answer the questions.

Question:
 Ali and his classmates are talking about their plans for holiday.

Ali: Have you got any plan for our holiday?
 Samir: I have no idea. What about you, Freddy?
 Freddy: I want to feel the freedom.
 Ali: How do you like My uncle's house in Bogor. Shall we spend our holiday there?
 Samir: I'll love it.
 Freddy: That would be great. What about you, Laila?
 Laila: I'd love to, but my family and I are going to visit our grandparents in Banjarmasin.
 Ali: That's okay.

START **STOP**

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5. Task 10

The image shows two screenshots of a multimedia interface titled "WONDERFUL PLACES". The interface has a blue header with the text "SPEAKING INTERACTIVE MULTIMEDIA" and a "WELCOME" button. Below the header is a navigation bar with icons for a person, a book, a speech bubble, a camera, a book, and a person. The main content area is titled "WONDERFUL PLACES" and has a "TASK" dropdown menu set to "Task 10".

Task 10. Table of Expression
 Study the conversation in Task 9 once again. Pay attention to the following explanation.
 In the conversation in Task 9 you find the expressions with different functions. Here are the expressions presented in a table:

Expressions	Functions
• Shall we spend our holiday there?	Inviting someone
• I'd love to.	Accepting an invitation
• That would be great.	Declining an invitation
• I'd love to, but ...	

Below the table are buttons for "GO BACK" and "NEXT".

The second screenshot shows the same interface but with a different table of expressions and functions.

Here are some other expressions you may use:

Expressions	Functions
• Would you like you to come to ...?	Inviting someone
• Could you come to ...?	
• Come and ...	Accepting an invitation
• I would. Thank you very much.	Declining an invitation
• Thank you very much for inviting me, but ...	
• I'm sorry, I can't.	

Below the table are buttons for "GO BACK" and "NEXT".

6. Task 11



SPEAKING INTERACTIVE MULTIMEDIA

WONDERFUL PLACES TASK: Task 11

Task 11: Pronunciation Lesson
Study the explanation below.

In the conversation in Task 9 you hear the word 'great'. How do you pronounce it?
Great [grɛɪt] / grɛɪt / grɛɪt / grɛɪt
The letter 'g' is pronounced /g/ when followed by 'r'. Here are some other examples.

Great [grɛɪt]	Great [grɛɪt]
Great [grɛɪt]	Great [grɛɪt]
Great [grɛɪt]	Great [grɛɪt]
Great [grɛɪt]	Great [grɛɪt]
Great [grɛɪt]	Great [grɛɪt]

ON BACK **NEXT**

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7. Task 12



SPEAKING INTERACTIVE MULTIMEDIA

WONDERFUL PLACES TASK: Task 12

Task 12: Making Dialogue
Work in pairs and have a dialogue with your classmate based on the following places. Ask in the exercise.

1. Visit to the beach / beach
2. Visit to the beach / beach
3. Visit to the beach / beach
4. Visit to the beach / beach
5. Visit to the beach / beach

ON BACK **NEXT**

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8. Task 20

The image displays two screenshots of a software interface titled "SPEAKING INTERACTIVE MULTIMEDIA". The interface is designed for language learning tasks.

Top Screenshot (Task Completion):

- Header:** "SPEAKING INTERACTIVE MULTIMEDIA" in yellow text on a blue background.
- Navigation:** A horizontal bar with icons for different media types (book, document, folder, etc.).
- Task Title:** "WONDERFUL PLACES" in bold black text.
- Task Description:** "Task 20. Arrange the Sentences. Complete the following dialogue with the suitable expressions in the box."
- Dialogue:**
 - Situation:** Ali and his classmate plan to study together.
 - Ali:** How about going to the beach this afternoon?
 - Ayes:** That's a good idea. What do you think, Samir?
 - Samir:** I think it's not a good idea. Tomorrow we will have a Math exam.
 - Ayes:** Oh my God! How could I forget about that?
 - Ali:** Okay, I think we should study hard.
 - Samir:** Shall we study together at my house?
 - Ali:** That would be great.
- Buttons:** "GO BACK" (black), "GOOD JOB!" (green), and "NEXT" (black).
- Footer:** "Copyright (c) 2013 TORHAGATE STATE UNIVERSITY" and a small logo.

Bottom Screenshot (Dialogue Completion):

- Header:** "SPEAKING INTERACTIVE MULTIMEDIA" in yellow text on a blue background.
- Navigation:** A horizontal bar with icons for different media types (book, document, folder, etc.).
- Task Title:** "WONDERFUL PLACES" in bold black text.
- Task Description:** "Task 20. Arrange the Sentences. Complete the following dialogue with the suitable expressions in the box."
- Dialogue:**
 - Situation:** Ali and his classmate plan to study together.
 - Ali:** How about going to the beach this afternoon?
 - Ayes:** _____ What do you think, Samir?
 - Samir:** _____ Tomorrow we will have a Math exam.
 - Ayes:** Oh my God! How could I forget about that?
 - Ali:** Okay, I think we should study hard.
 - Samir:** _____ My brother can help us.
 - Ali:** _____
- Buttons:** "GO BACK" (black), "GOOD JOB!" (green), and "NEXT" (black).
- Footer:** "Copyright (c) 2013 TORHAGATE STATE UNIVERSITY" and a small logo.

9. Task 24

The screenshot shows a multimedia interface with a blue background. At the top, it says "SPEAKING INTERACTIVE MULTIMEDIA" in yellow. Below this is a navigation bar with several icons. The main content area is titled "WONDERFUL PLACES" and contains the following text:

Task 24: Evaluation
Work in pairs. Have a dialogue with a classmate. Express your agreement and disagreement with your school regulations.
Reflection:
How much do you learn from this unit? Put a tick in the right box according to how much you have learnt.

1. Learning agreements

- a. Very Much
- b. Much
- c. Little

At the bottom left, there is a "FINISH" button. At the bottom right, there is a small logo for "Wonders of the World".

10. Reflection

The image displays three sequential screenshots of a digital form titled "Wonderful Places" under the heading "SPEAKING INTERACTIVE MULTIMEDIA". The form is designed for reflection and includes a "Name" field at the top right. The content of the form changes across the three screenshots:

- Top Screenshot:** Shows the full form with the following text:

Task 10, Evaluation
 Work in pairs. Have a dialogue with a classmate. Express your agreement and disagreement with your school regulations.
Reflection:
 How much do you learn from this unit? Put a tick in the right box according to how much you have learnt.

1. Learning agreement	
a. Very Much	
b. Much	
c. Little	

At the bottom, it says "Version 2.0 - 2013" and "Copyright © 2013 by Pearson Education".
- Middle Screenshot:** Shows the form with the "Reflection" section and the learning agreement table. The "c. Little" option is highlighted in red.
- Bottom Screenshot:** Shows the form with the "Reflection" section and the learning agreement table. The "c. Little" option is highlighted in red.



6. About Me



INSTRUMEN PENELITIAN

INTERAKTIF MULTIMEDIA MATERI SPEAKING BUKU “SCAFFOLDING: ENGLISH FOR JUNIOR HIGH SCHOOLS STUDENTS” KELAS VIII SMP N 2 BANGUNTAPAN

Nama : _____

Pendidikan : (S1/ S2/ S3)

Pilihlah jawaban dengan memberi tanda centang () pada salah satu kolom yang sesuai dengan pendapat anda.

Keterangan:

5 : sangat setuju

2 : tidak setuju

4 : setuju

1 : sangat tidak setuju

3 : kurang setuju

NO	PERNYATAAN	SKOR				
		5	4	3	2	1
	A. KELAYAKAN ISI					
1.	Cakupan materi.					
2.	Efektivitas bahasa yang digunakan dalam menjelaskan materi.					
3.	Efektivitas penyajian materi.					

4.	Kualitas tampilan gambar dalam menjelaskan konsep-konsep.					
5.	Kualitas instruksi-instruksi penggunaan program.					
6.	Kualitas item-item tes.					
7.	Kesepadanan antara materi dan item-item tes.					
8.	Kualitas contoh-contoh yang disediakan dalam menjelaskan materi.					
	Saran Perbaikan:					
	B. KELAYAKAN INSTRUKSI					
9.	Relevansi antara program dengan Standar Kompetensi.					
10.	Relevansi antara program dengan Kompetensi Dasar.					
11.	Relevansi antara program dengan pengguna yang dituju.					
12.	Kualitas instruksi-instruksi pembelajaran.					
13.	Kualitas penyajian materi.					
14.	Kesinambungan materi.					
15.	Kualitas penggunaan bahasa dalam menjelaskan materi.					
16.	Atraktivitas media.					

17.	Kelayakan umpan balik yang tersedia dalam program.					
	Saran perbaikan:					
	C. KUALITAS TEKNIS					
18.	Kualitas tampilan latar belakang.					
19.	Kualitas jenis dan ukuran huruf yang ditampilkan.					
20.	Kualitas komposisi warna latar belakang.					
21.	Kualitas warna teks yang digunakan.					
22.	Keakuratan gambar-gambar yang digunakan.					
23.	Kualitas gambar yang digunakan.					
24.	Penggunaan tombol-tombol navigasi pada program.					
25.	Akurasi penggunaan musik latar.					
	Saran Perbaikan:					
	D. KUALITAS PROGRAM					
26.	Level interaktivitas antara siswa dengan program.					

27.	Kemudahan interaksi dari media.					
28.	Kejelasan struktur navigasi dari program.					
29.	Kejelasan instruksi dari program					
30.	Efektivitas penggunaan teks.					
	Saran Perbaikan:					

=====Thank you=====

Yogyakarta,

2013

NIP.

APPENDIX

F

APPENDIX

G

APPENDIX

H

RESEARCH DATA

1. Data of Expert Judgement

a. Content Quality

NO.	Statements	Scores (<i>f</i>)	Expected scores (<i>N</i>)
1	Materials coverage	4	5
2	The effectiveness of the language use in explaining the materials	4	
3	The effectiveness of materials presentation	4	
4	Quality of pictures in explaining the concepts	-	
5	Quality of instructions in using the program	2	
6	Quality of test items	3	
7	The balance of the materials and test items	4	
8	Quality of examples in explaining the materials	4	
MEAN		3.125	

b. Instructional Quality

NO.	Statements	Scores (<i>f</i>)	Expected scores (<i>N</i>)
9	The relevance of the program to the Basic Competency	3	5
10	The relevance of program to the Indicators	2	
11	The relevance of the program to the target audience	4	
12	Quality of learning instruction	3	
13	Quality of materials presentation	3	
14	The sequence of the materials	4	

15	Quality of the use of language in explaining the materials	3	
16	Media attraction	3	
17	Appropriate feedback for the learners provided by the program	3	
MEAN		3.11	

c. Technical Quality

NO.	Statements	Scores (f)	Expected scores (N)
18	Quality of the choice for background picture	2	5
19	Quality of the choice of Font types and Font size	2	
20	Quality of the composition of background colour	2	
21	Quality of the composition of text colour	2	
22	Accuracy of the choice of pictures	2	
23	Quality of the pictures	3	
24	The use of buttons for navigating the program	2	
25	Accuracy of background music	4	
MEAN		2.375	

d. Programming Quality

NO.	Statements	Scores (<i>f</i>)	Expected scores (<i>N</i>)
26	Interactivity level between students and the program	4	5
27	Ease of interaction to the media	3	
28	The clarity of navigation structure of the program	3	
29	The clarity of instruction in using the program	2	
30	Text use efficiency	2	
MEAN		2.6	

From the tables above, the data of overall judgement of the multimedia is shown on the table below.

NO.	Components	Means
1	Content Quality	3.125
2	Technical Quality	3.11
3	Instructional Quality	2.375
4	Programming Quality	2.6
MEAN		2.8025

APPENDIX

I

INTERVIEW TRANSCRIPT

A. Interview Transcript of The Expert Judgement

T: The researcher

E: The expert

The interview was taken on Thursday, 5th September 2013.

T: *Selamat siang, Bu. Saya Taufik yang kemarin Selasa janji untuk ketemu ibu buat menilai multimedia yang saya kembangkan dalam skripsi saya.* (Good afternoon, Ma'am. I'm Taufik, last Tuesday we made appointment to have a meeting of judging multimedia I developed for my thesis.)

E: *Oh iya, Mas. Silakan duduk. Coba saya lihat multimedianya. Ini materinya dari buku atau bikin sendiri?* (I see. Please be seated. Let me see the multimedia. The material are taken from book or you developed it?)

T: *Ini, Bu. Materinya dari buku Pak Jaka Priyana yang SCAFFOLDING, tapi saya hanya ambil khusus yang Speaking, Bu. Ini bu kuisisionernya. Ada empat aspek yang dinilai disini, Bu.* (Here it is, Ma'am. The material are taken from Mr. Jaka Priyana's SCAFFOLDING book, but I specified only the Speaking material. This is the questionnaire, Ma'am. There are four components to be judged, Ma'am.)

E: *Ok, saya buka dulu multimedianya.* (Ok, let me open the multimedia first.)

T: *Berdasarkan penilaian Ibu, dari kelayakan isi multimedia ini apa yang kurang dan perlu diperbaiki?* (Based on your judgment, what is needed to be fixed from the content quality of the multimedia, Ma'am?)

E: *Kalau saya lihat, multimedia ini tidak mempunyai gambar-gambar untuk menjelaskan konsep ya. Terus, instruksinya kurang lengkap. Tolong dilengkapi ya, supaya siswanya lebih mudah memahami penggunaannya. Selebihnya bagus.* (From what I've seen, the multimedia does not contain any picture that explain concept. Furthermore, the instructions are incomplete. Please complete it in order to help the learners understanding how to use the multimedia. The rest is good.)

T: *Begitu ya, Bu. Ada yang lain mungkin, Bu?* (Now I see, Ma'am. Anything else maybe, Ma'am?)

E: *Ini halaman Home nya ditambahin semacam daftar isi atau ringkasan singkat isi dari multimedia ini. Daripada kosong begini.* (Add table of contents or summary of contents from the multimedia in the Home screen. It's better than the emptiness like this.)

T: : *Komponen yang kedua adalah kualitas instruksi multimedia ini, Bu. Komentari Ibu bagaimana?* (The second component is the instructional quality of the multimedia. What do you think about it, Ma'am?)

E: *Sebenarnya secara keseluruhan, kualitas instruksinya relatif bagus. Presentasi materi-materinya, keruntutan materinya juga sudah tepat untuk siswa SMP. Beberapa feedback juga ditampilkan secara baik. Walaupun perlu ditingkatkan lagi. Tapi ini ada materi yang tidak sesuai dengan indikator ya? Perlu penyesuaian seperti itu.* (Overall, actually, the instructional quality of the multimedia is relatively good. The presentation and the sequence of the materials are suitable for the Junior High School students. The feedback are

presented well. Eventhough, they need improvements. But there are materials that do not relate with the indicators. I think it has to be related.)

T: *Lalu, kualitas teknisnya gimana, Bu?* (Then, what about the technical quality, Ma'am?)

E: *Sepertinya kualitas teknis dari multimedia ini agak kurang ya, Mas. Ini kualitas warna latar belakang dan warna hurufnya alangkah lebih baik diganti atau diperbaiki. Kalau seperti ini kurang menarik bagi siswa. Kemudian pada soal pilihan ganda saat memilih agak susah ya. Walaupun begitu, musik latarnya bagus.* (It seems that the technical quality of the multimedia is poor. The quality of colour background and the fonts colour are needed some improvements. If it stay like this, the multimedia will be less attractive for the learners. Eventhough, the music background is good.)

T: *Baik, Bu. Beberapa hal akan saya perbaiki.* (Alright, Ma'am. I will make some improvements on this.)

E: *Iya, Mas. Masalahnya ini kan multimedia buat siswa SMP, jadi dibuat semenarik mungkin.* (You need to. The multimedia is for Junior High Schools students, it needs to be as interesting as possible.)

T: *Komponen terakhir adalah kualitas pemrograman, Bu. Bagaimana menurut Ibu?* (The last component is the programming quality of the multimedia, Ma'am. What do you think about it?)

E: *Ini yang muncul, lagi-lagi, adalah masalah instruksi untuk siswanya. Kemudian ada beberapa kesalahan struktur kalimat yang digunakan. Itu saja. Interaksi antara pengguna dan multimedia cukup bagus. Secara penggunaan juga mudah. Tata letak tiap-tiap tombol juga sudah tepat.* (The same mistake is occurred continually, the instructions for the learners. And then, there are some grammar mistakes in sentences. That's it. The interactivity level between users and program is quite good. The multimedia is easy to use. The layout of the navigation buttons is well placed.)

T: *Jadi, secara keseluruhan, bagaimana pendapat Ibu mengenai multimedia ini?* (So, overall, what do you think about the multimedia, Ma'am?)

E: *Multimedia ini secara keseluruhan cukup baik tapi belum bisa dikatakan bagus. Ada beberapa hal yang harus benar-benar diperbaiki supaya multimedia ini jadi lebih baik. Karena multimedia semacam ini memang bisa membantu guru untuk menyampaikan materi-materi dengan cara yang menarik, tidak membosankan. Ok, begitu saja dari saya. Ada lagi, Mas?*
 (Overall, this multimedia is OK but not good enough. There are some elements that really need to be fixed in order to make the multimedia better. Because this kind of multimedia, indeed, helps teachers to deliver the material in interesting way, not boring one. Ok, that's it from me. Anything else?)

T: *Baik, Bu. Itu saja. Terima kasih atas waktu dan kesediannya menguji multimedia saya.* (No, Ma'am. That's also it from me. Thank you for you time and your willingness to judge my multimedia.)

E: *Sama-sama. Semoga lancar, Mas.* (You're welcome. Good luck.)